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ABSTRACT

This bibliography was prepared with five groups in mind: school principals and administrators of student activity programs; faculty members, particularly sponsors; student leaders; instructors in teacher preparation institutions; and those interested in research in extraclass activities. The bibliography contains some 450 references relating to student activities, more than 90% of which are annotated, and the large majority of the publications cited have appeared in print in the last 10 years. In several instances, references were not locatable, particularly for studies published other than in periodicals; therefore, these are not listed in the bibliography. For this reason the reader is reminded that omission or inclusion in no way reflects upon the quality of the reference or its significance to the literature of student activities. For the convenience of the reader the references are arranged alphabetically within 17 sections and, in some instances, references appear in multiple sections. These sections focus on particular aspects of student activities such as organization, financing, and evaluation. (Author)

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student activities in secondary schools

A BIBLIOGRAPHY

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Foreword

This bibliography was prepared with five groups in mind: school principals and administrators of student activity programs; faculty members, particularly sponsors; student leaders; instructors in teacher preparation institutions; and those interested in research in extraclass activities.

The bibliography contains some 450 references, more than 90 percent of which are annotated, and the large majority of the publications cited have appeared in print in the last 10 years. In several instances, references were not locatable, particularly for studies published other than in periodicals; therefore, these are not listed in the bibliography. For this reason the reader is reminded that omission or inclusion in no way reflects upon the quality of the reference or its significance to the literature of student activities. For the convenience of the reader, the references are arranged alphabetically within 17 sections and, in some instances, references appear in multiple sections.

Appreciation is extended to the compilers Michael Jackson, Ruth Long, and Robert Buser, and to the students from Southern Illinois University in Carbondale for their assistance in identifying, locating, reviewing, and annotating the several hundred references reviewed.

We hope that principals, advisers, and students will find this bibliography beneficial in designing and maintaining a viable student activity program in the secondary schools of the seventies.

Owen B. Kiernan
Executive Secretary
National Association of
Secondary School Principals

GENERAL REFERENCES

Allen, Charles Forest; Alexander, Thomas; and Means, Hendree. Extracurricular Activities in the Elementary Schools. New York, N.Y.: Webster Publishing Company, 1937, pp. 17, 52.

Although dated, this is one of the few available sources dealing with extracurricular activities in the elementary schools. It emphasizes that activity sponsors in the elementary schools need special talents in dealing with children of this age group and must play a greater role in directing and controlling activities than do their counterparts in the secondary school.

Blackburn, Lura, et al. Our High School Clubs. New York, N.Y.: The McMillan Company, 1928, p. 12.

This is a general text on club activities. The qualities, duties, and responsibilities of the ideal adviser are outlined. Student opinions are presented as to what constitutes a good sponsor. A Committee of Clubs composed of faculty members is discussed.

Campbell, Laurence R. "Co-Curricular Activities--Success or Failure?" School Activities, December 1961, p. 115.

The article describes what is required of a school if it is to achieve a unified and balanced extracurricular program. Included are full administrative and staff support, and qualified sponsors who are properly compensated. The author recommends that each school develop a program that suits its particular needs, rather than following the traditional practice of the junior high copying the senior high and the latter copying the college.

Foster, Charles R. Extra-Curricular Activities in the High School. Chicago, Ill.: Johnson Publishing Company, 1925.

This is a general text covering all aspects of student activities. The organization and function of numerous extracurricular activities are described. The author recommends that every school should have a faculty activities committee. Detailed discussion is given to the principal's responsibilities in selecting faculty sponsors and the role of the sponsor.

Fretwell, Elbert K. Extra-Curricular Activities in Secondary Schools. Boston, Mass.: Houghton Mifflin Company, 1921.

This is a general text covering all aspects of extracurricular activities. The purposes and aims of the various types of activities are discussed and the sponsor's role is presented. It is shown that teachers benefit personally from participation in extracurricular activities. The author recommends that all teachers have some expertise in activity areas, and that all participate.

Graham, Grace. "Student Activities--An Overview and a Rationale." The Bulletin of NASSP, October 1964, p. 1.

This article covers the functions, programs, current state of activities, the future, and the need for re-appraisal of student activities.

Gruber, Frederick C., and Beatty, Thomas Bayard. Secondary School Activities. New York, N.Y.: McGraw-Hill Book Company, Inc., 1954.

This publication is a textbook treatment of student activities. It deals with the importance of student activities, their administration and financing, and the evaluation procedure. Additionally, chapters are devoted to speech and drama, publications, commencement, and others.

Johnston, Edgar, and Faunce, Roland C. Student Activities in Secondary Schools. New York, N.Y.: The Ronald Press Company, 1952.

A general work, it covers a wide range of specific activities pursued in secondary schools. Each section offers tips on organization, administration, format, and types of activities which can be carried on within a specific area of interest.

Jordan, Riverda Harding. Extra Classroom Activities in Elementary and Secondary Schools. New York, N.Y.: Thomas Y. Crowell Company, 1928.

This is a general text covering all aspects of extracurricular activities. It is suggested that the adviser limits his role to giving oversight to the student activity whenever the conditions permit. There is also a brief discussion of teacher loads and extra compensation for extra work.

McKown, Harry C. School Clubs. New York, N.Y.: The Macmillan Company, 1929.

In the author's own words--"The purpose of the author in presenting this book is to offer definite and concrete material to the teacher or administrator interested in clubs." Theory is minimized, and specific program material is maximized. The first two chapters deal with the objectives of school clubs and their administration and supervision.

McKown, Harry C. Extracurricular Activities. New York, N.Y.: The Macmillan Company, 1928.

This is a general textbook covering all aspects of extracurricular activities. Emphasis is placed on the philosophy, purposes, and the relationship of the activity program to the rest of the school program. The author notes the trend towards making extracurricular activities curricular, as evidenced by the expenditure of school funds and the use of regular school hours for activities.

Meyer, Harold D. A Handbook of Extracurricular Activities in the High School. Cranbury, N.J.: A. S. Barnes and Company, 1927.

This is a general text, that although dated, contains much relevant information. Chapter two is devoted to the teacher's role in relation to the activity program, stressing that the primary responsibility of the sponsor is to build character in the students.

Miller, Franklin A.; Moyer, James H.; and Patrick, Robert B. Planning Student Activities. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956.

Based upon a survey of current literature (at that time) and national questionnaires, the authors orient the reader to the basic concepts of the "curriculum." Included in this orientation are discussions of objectives, characteristics, trends, principles, and historical antecedents of student activity programs. Additionally, sections are devoted to each of the major fields of the cocurriculum, with descriptions of innovative practices in the schools that responded to the questionnaires. This is an excellent source for the reader who wishes to get an overview of this area.

Miller, Harry Graves, and Chaffee, Newton W. The Auditorium Social Arts. Lexington, Mass.: D.C. Heath and Company, 1932.

Though not directly concerned with extracurricular activities, portions of several chapters discuss the use of the auditorium, and, more importantly, the input which can be expected of students working in this area.

Nonathletic Extracurriculum Activities. Washington, D.C.: U.S. Department of Interior, 1932.

This bulletin covers the development of activities and selected types of nonathletic activities.

Porter, H.C. "Origin and Development of Extra-curricular Activities." School Activities, February 1965, p. 5.

The author begins with the ancient Greek and Spartan school activities, moves through the Renaissance and Reformation, into English schools, and proceeds into early America, and finally, the lag in activities in the twentieth century. Today, extracurricular activities have come back to the schools not as a new concept but as a rebirth of an old one. The conclusion lists 13 principles or trends in activities.

Roemer, Joseph, and Allen, Charles F. Syllabus of a Course in Extra-Curricular Activities. Atlanta, Ga.: Johnson Publishing Company, 1929.

This book contains a basic outline for almost every extracurricular activity. Each chapter contains questions that are helpful in setting up and maintaining a balanced extracurricular program.

Roemer, Joseph, and Allen, Charles Forrest, eds. Readings in Extracurricular Activities. Atlanta, Ga.: Johnson Publishing Company, 1929.

Starting with selected readings on the principles, philosophies, and results of an extracurricular activity program, the authors discuss and present selected readings in organization and administration of programs. Specific types of activities are also covered in some detail in short selections from many authors.

Schnabel, John H. An Evaluation of Extra-Class Activities Programs. Edwardsville, Ill.: Southern Illinois University, 1966.

Based upon data received from questionnaires and interviews, the publication presents an analysis of the attitudes and perceptions of school administrators, teachers, high school seniors, parents, and university freshmen on topics including financing, value of activities, problem areas, and quality of programs. It is limited to schools in the southern Illinois area around St. Louis.

Strang, Ruth. Group Activities in College and Secondary School. New York, N.Y.: Harper and Brothers, Publishers, 1941.

A general source on the nature of group activities, the book goes into great detail for these concepts: (1) nature and value of group activities; (2) organization and supervision of groups; (3) influences on groups; and, (4) specific group activities in a variety of areas.

Tompkins, Ellsworth. Extraclass Activities for All Pupils. Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1954.

This booklet covers the whole realm of extraclass activities for high schools, and gives examples of well-balanced programs of various high schools.

Tompkins, Ellsworth. "The Relation of Activities to the Curriculum." The Bulletin of NASSP, February 1952, p. 13.

This article discusses the relationship of extracurricular activities to the school program, and emphasizes the activity period.

PURPOSES, AIMS, AND OBJECTIVES

Baker, Delbert L., Sr. "Planning for Student Activities in Secondary Schools." The Bulletin of NASSP, October 1964, p. 69.

The author discusses the purpose and various limitations of extracurricular activities.

Campbell, Laurence R. "Co-Curricular Activities--Success or Failure?" School Activities. December 1961, p. 115.

The following must be present to have a successful program: (1) the administration must give full support, (2) the sponsors must be assured of enough time, enough money, and enough facilities and space, (3) teachers should prepare as carefully for activities as for their teaching field, (4) educational institutions should prepare teachers as sponsors.

Dannehl, Wayne E., and Razor, Jack E. "The Values of Athletics--A Critical Inquiry." The Bulletin of NASSP, September 1971, p. 55.

The article lists several reasons why athletics have come under attack in the last few years. Despite these objections, most communities are strongly in favor of athletics. The values associated with athletics are discussed.

Davis, Paul F. "What Is a Defensible Activities Program for the Senior High School?" The Bulletin of NASSP, April 1959, p. 167.

A good program that is well-planned and organized and competently directed utilizes counseling resources, emphasizes quality performance, provides for careful evaluation of individual progress, and makes provision for keeping a permanent record of individual student contributions.

De La Salle, Louis. "The Roles of Co-Curricular Activities." Catholic School Journal, September 1960, p. 56.

Religious in nature, the article states that activities should develop social, physical, and spiritual maturity.

Dee, M.B. "Objectives and Activities in the Extra Curricular Field Which Illustrate the Seven Cardinal Principles of Education." School Activities, February 1965, p. 2.

The seven cardinal principles are presented in outline form with objectives and various activities as the subdivisions. They are: Health, Command of Fundamental Processes, Worthy Home Membership, Vocation, Citizenship, Worthy Use of Leisure, and Ethical Character.

Dodson, Taylor. "Athletics and Education." School Activities, January 1958, p. 47.

"Competitive Interschool Athletics, overemphasized, poorly managed, and little supervised"--this opening statement sets the theme of the article. Athletics are not meeting the 10 imperative needs of youth or the seven cardinal principles. To illustrate this, the author compares three of the points (Health, Worthy Use of Leisure, and Character Development) to athletics.

Flaum, Lawrence S. The Activity High School. New York, N.Y.: Harper Brothers Publishers, 1953.

This general text deals with the principles and operations of an activity-minded high school. The author believes that the learning outcomes derived from extracurricular activities are "more important" than those derived from classroom experiences.

Genasci, James E., and Klissouras, Vasillis. "The Delphic Spirit in Sports." Journal of Health, Physical Education, and Recreation, February 1966, p. 43.

The article discusses the internal forces that drive athletes to seek higher levels of performance for themselves. The emphasis is not on winning but on the pursuit of excellence for its own sake.

George, Jack F. "Is the Athletic Program Broad Enough to Meet the Needs and Interests of Boys?" The Bulletin of NASSP, May 1960, p. 108.

The author lists basic points to consider when structuring an athletic program.

Greenwood, Edward D., and Rarich, G. Lawrence. "Psychological Values of Lifetime Sports." Journal of Health, Physical Education, and Recreation, November-December 1967, p. 33.

The article discusses the theoretical background, the record of past and current research, and the need for further study about the emotional benefits of physical activities. Lifetime sports such as golf, tennis, and bowling are stressed.

Hamilton, Homer H. The Educational Value of Pupil Activities. The University of Texas, 1960.

This is an analysis of the reasoning behind, and values supposedly inherent in, an activities program. A study of the Texas high school situation revealed attitudes concerning achievement of value-based objectives. Recommendations for reorganization and revision of attitudes are given.

Hamilton, Homer. "The Educational Value of the Extracurriculum." The Bulletin of NASSP, December 1959, p. 132.

This article, based on a study by the University of Texas, deals with the premise that those persons directly involved with extracurricular activities are best able to judge the activity's educational worth.

Hunt, John H. "Dramatic Experiences: Fads and Frills." School Activities, December 1962, p. 112.

The author argues that dramatic play is a spontaneous activity of all children. As children become older they develop interest in basic skills of drama--dialogue, costumes, scenery, scripts. Schools must meet the need for developing this interest without stifling enthusiasm, originality, and spontaneity.

Ladner, Harold M. "Whom Are We Kidding?" School Activities, December 1957, p. 118.

The article claims that our present interscholastic athletic program is designed to please spectators of the community and raise money for the support of the rest of the school's activity programs. Several examples to justify this statement are listed.

Leuning, Raymond G. "The Counselor's Role in Student Activities." School Activities, March 1963, p. 215.

The article states that many students need counseling in choosing the right extracurricular activities for themselves. It is recommended that guidance counselors play a greater role so that each student can have a well-rounded program based on the seven cardinal principles of education.

Lundgren, Harry. "Teaching Morality Through the Extracurriculum." School Activities, September 1963, p. 18.

The article argues that an activity program must include the teaching of morals.

MacGuffie, Lois Hanna, and Umstad, J.G. The Student Council in the Secondary Schools of Texas. Texas Study of Secondary Education, 1948.

The authors discuss the student council by providing an understanding of democratic methods and instruction in community activities.

Martin, Keith F. "The Educational Process Is Assisted by the Activity Program." School Activities, September 1961, p. 10.

This article tells how the Pilgrim Park Junior High School officials and administrators increased their curricular offerings by realizing the need to develop understanding, appreciation, and social well-being within youth. The extracurricular or activity programs were added to meet this need.

McKown, Harry C. Extra-curricular Activities. New York, N.Y.: The Macmillan Company, 1952.

The author tells of the origins of student councils and lists the objectives of having student councils. He also discusses certain principles underlying student council organization, types of student council organization, and internal organization.

Middleton, W.E., et al. "Basic Principles of Extracurricular Activities." School Activities, April 1960, p. 236.

The author lists 17 basic principles that all student activities should accommodate.

Morrill, Charles L. "Student Activities Prepare Youth for Life." School Activities, September 1957, p. 29.

Student activities should help to develop a well-rounded individual in the areas of health, knowledge and social skills.

Nimmo, Hazel T. "Values of a Pupil Activities Program." School Activities, April 1958, p. 249.

An activities program should provide students with a choice of many different experiences which should give the student the opportunity to find out what he can do, what he likes to do, and some idea of what he might want to do in the future.

Nordberg, H. Orville; Bradfield, James M.; and Odell, William C. Secondary School Teaching. New York, N.Y.: The Macmillan Company, 1962, p. 347.

Student participation in school government can be a very worthwhile experience, promoting good citizenship among all participants and raising school morale through daily demonstrations of respect and cooperation. It is important, however, that students be aware from the beginning that legal and fiscal authority rests in the hands of the school board and administration of the school.

Onkle, P.A. "A Study of Attitudes Toward the Carry-over Values of High School Extra-curricular Activities." Unpublished doctoral dissertation, St. Louis University, 1968.

The study investigates the attitudes of high school graduates who have been divided into four groups (college students, permanently employed, males, and females) toward the carry-over value of student activities. Less than 1% of the sample answered a strongly unfavorable attitude toward values attained from student activities participation. Unfavorable was given by 6% college students, 10% permanently employed, 11% males, 9% females. There were 58% college students, 58% permanently employed, 55% males, and 59% females who answered neutral. Favorable was shown by 30% college students, 31% permanently employed, 29% males, 31% females. Strongly favorable was not given once.

Satlow, I. David. "The Values of Extracurricular Activities." Business Education World, September 1965, p. 15.

The article lists 14 areas which student activities should develop.

- | | |
|----------------------------|--|
| (1) Socialization | (8) Intelligent followership |
| (2) Therapeutic value | (9) Democracy at work |
| (3) Self-discovery | (10) Reinforcement of learning |
| (4) Experiencing success | (11) Informal learning |
| (5) Service | (12) Wholesome leisure-time activities |
| (6) Prevention of dropouts | (13) School spirit |
| (7) Leadership | (14) Teacher-student rapport |

Schmidt, E.H. "Extracurriculum Mandates Curricular Changes." School Activities, December 1965, p. 2.

In the extracurriculum the student has the freedom to say, do, and plan on his own. The extracurriculum gives zest, interest, and atmosphere to the school, in addition to permitting students a chance to use their time, effort, and sacrifices to find their effective role in society.

Saxe, R.W. "Manifest and Latent Functions in Educational Activities." The Bulletin of NASSP, January 1970, p. 41.

This article discusses the manifest (intended) and latent (unintended) functions of educational activities in general, and football by example. The author identifies a number of manifest functions for football including physical fitness, skill development, and sportsmanship.

Shields, W. "Grades Aren't Enough." School Activities, February 1969, p. 2.

Although grades are important, many students still don't realize that their extracurricular achievements also play an important part in admission to higher education. The urge to carry responsibility is a valuable trait and more colleges are looking for the high school student who has undertaken something on his own.

Shipman, Harry. "The Break That Will Mend." School Activities, November 1953, p. 91.

A good activities program should provide each student with "constructive relaxation" in non-academic pursuit which satisfies his particular physical, mental, and creative needs.

Snyder, E.E. "Longitudinal Analysis of the Relationship Between High School Student Values, Social Participation, and Educational-Occupational Achievement." Sociology of Education, Summer 1969, p. 261.

This article discusses several studies but mainly those done by Coleman. There is no significant relationship between high school values and future educational and occupational achievement, but there is a positive correlation between social participation and educational and occupational achievement.

Trueblood, A.J. "The Assembly." School Activities. March 1965, p. 22.

The author believes the value of the assembly program lies in its educational possibilities and teaching opportunities. He also believes that training in each of the seven cardinal principles of education (plus an eighth: international understanding) is possible in a carefully planned and properly administered series of assembly programs. The administration of the assemblies is also detailed.

Tucker, W.V. "The Physically Handicapped and School Activities." School Activities, April 1969, p. 2.

Most educators will at some time encounter physically handicapped students applying for enrollment in their schools. Both in the classroom and in out-of-class activities, students with disabilities should be given every chance to succeed. Standards should compare favorably with those of able-bodied students.

Wood, D.I. "Are Activities Programs Really Activities Programs? With a Reply by E. Reum." School Activities, September 1967, p. 8.

The author asks four questions about activity programs. They deal with purpose, educators' faith in students' ability, why we limit students from activities, and why we emphasize competition. The rebuttal agrees with the last two points. Reum believes the author is really trying to revive the activities programs which are dying out.

Wood, Donald I. "Student Activities: A Hope or a Delusion?" The Bulletin of NASSP, April 1962, p. 201.

The article traces the history and trends of student activities, and lists the following four questions for evaluation purposes:

- (1) Is school time used?
- (2) Are the activities held at the school, and under the supervision of a teacher?
- (3) May all students participate in some activity?
- (4) Are the activities financed in the same ways as other instructional activities?

Yon, J.F. "What Do Activities Contribute?" School Activities, September 1963, p. 20.

Activities give the teacher a chance to know students better, allow students to look over possible vocations, and allow the creative ability of students to develop.

Zimmerman, Richard J. "Please Don't Say No to the Extra-Curricular Program." School Activities, January 1964, p. 152.

Activities programs should provide students with educational and useful activities to fill their leisure time. This is now a responsibility of the schools, and they should accept it.

ORGANIZING AND ADMINISTERING

Bauer, R.J. "Planning, Constructing, Maintaining, and Supervising an Athletic Field." School Activities, November 1966, p. 4.

Football is the most popular of all interscholastic sports, and today's crowds demand comfort, viewing ease, adequate parking, unlimited selection of refreshments, and all the glamors previously held for colleges and professional sports. The article discusses the new stadium in Lincoln, Nebraska, its development, seating, illumination, and maintenance.

Brock, Ben. "Student Publications and the School Administration." The Bulletin of NASSP, February 1963, p. 145.

By making 20 helpful suggestions, the author describes how administrators can help journalism teachers and school publications become invaluable partners.

Buser, Robert L. "What's Happening in Student Activities in the Schools of the Seventies?" The Bulletin of NASSP, September 1971, p. 1.

Student activities continue to command a large share of time for school administrators, teachers, and students. Nevertheless, changes in this area have not kept pace with the changes in other areas of education. The author reports that 30% of reporting schools have made no changes in their activity programs since 1965 and nearly 20% of the schools have cut back on these activities since that year. Program innovations, administration, financing, and ways to gain greater faculty involvement are all discussed in this thought-provoking article.

(Summary from Moore Keylines, September 1971)

Clark, Richard, and Nelson, Oliver. "Standards for Building High School Speech Programs." The Bulletin of NASSP, November 1969, p. 35.

The article proposed the following guides for speech programs: (1) the speech program should be comprehensive, (2) it must be flexible, (3) it must be judged in terms of its results. The authors set up a sample curriculum including the co-curricular activities of dramatics, debate, assembly programs, and club organizations. They also suggest detailed evaluative criteria for the speech program.

Delaney, Arthur A. "How Many Activities?" School Activities, December 1961, p. 99.

Symptoms of a school with too many activities include disinterested sponsors and scheduling problems.

Doohan, J.E. "Current Practices and Problems in Student Activities in Four Maine Public Secondary Schools." Unpublished doctoral dissertation, Columbia University, 1968.

The purpose was to identify problems and practices related to activities that are unique to the community setting and the individual school, and that are similar among semi-rural schools in the state of Maine. A high percent of students needed transportation to and from school; this was solved by providing activity buses. Due to small staffs and wide student interests, there was a shortage of sponsors. This was solved by requiring each teacher to sponsor at least one activity. The continuity of programs was severed by the high turnover of teachers; financial compensation for services was used. Other specific problems and solutions are presented.

Erickson, Ralph J. "Are Student Clubs Worthwhile?" School Activities, January 1963, p. 151.

This article approaches some of the problems of student clubs, as well as problems of administration, financing, and sponsorship. After evaluating the strengths and weaknesses, there was some feeling that clubs weren't worth the cost and trouble because so few students benefitted.

Estrin, Herman A. "Helpful Hints for Committees." School Activities, November 1956, p. 75.

The article stresses the importance of proper organization of committees with examples of the ideal committee arrangement described in detail. Activity-minded schools stand to gain a great deal through proper organization of faculty and student committees.

Evans, Evan E. Home Rooms: Organization, Administration and Activities. Cranbury, N.J.: A.S. Barnes and Company, Inc., 1930.

This is a general text dealing with the homeroom activity period. Its aims, purposes, responsibilities, and duties of the homeroom director or supervisor are discussed in detail.

Glatthorn, Allan A. The Principal and the Student Council. Washington, D.C.: The National Association of Secondary School Principals, 1968.

An analysis is made of the status of the student council with regard to students, principal, adviser, faculty, and its program. Included is a review of typical weaknesses and failures, and suggestions for improving relations.

Graham, Grace. "Student Activities: An Overview and a Rationale." The Bulletin of NASSP, October 1964, p. 1.

This is an overview of the state of student activities in the 1960's. It raises significant questions regarding the functions of activity

programs, the development of activity programs, the current state of programs. It points out a need for a re-appraisal of student activities.

Grass, W. Al. "Directing Student Activities." The Bulletin of NASSP, October 1964, p. 75.

This is a discussion of organizational patterns for the administration of student activity programs in the larger schools. The author identifies characteristics recommended for a student activity director, and outlines a detailed list of duties and responsibilities for them.

Hearn, Arthur C. "Are School Assembly Programs 'Missing the Boat'?" School Activities, May 1964, p. 274.

The author feels that reviewing the values of the assembly program is necessary to check the decline of school assemblies. Important policies in administration of assemblies are also listed, including the role of the assembly committee, attendance procedures, and types of programs.

Holt, Howard B. "Hold That Rivalry." School Activities, March 1958, p. 208.

The main point of the article is the educational values that can occur between schools which are natural rivals. One example given is the exchange of pep assemblies.

Langenhennig, M.J. "Improving Extracurricular Activities." Catholic School Journal, April 1967, p. 69.

The article points out three major weaknesses in school activity programs: overparticipation, lack of participation, and undemocratic management. The rest of the article is devoted to possible solutions to the problems from the administration's point of view.

McEnnerney, Vince. "The Principal's Part in Extracurricular Activities." School Activities, January 1962, p. 137.

The article deals with the principal's responsibility for the activities program. The author suggests that it would be better to drop an activity rather than assign it to an unwilling or unqualified teacher. He states that most principals do not devote as much time to extracurricular activities as they should.

Messler, Lois E. "Who Should Be Responsible for the Girls' Sports Program?" The Bulletin of NASSP, May 1960, p. 131.

The author discusses the administrator's role in selecting a leader for the girls' sports program.

Palches, P. "Idea Forum: An Experiment in Nonstructure." The Bulletin of NASSP, December 1967, p. 12.

The article describes an "idea forum" in a larger California high school implemented by scheduling three class periods on each of five days at weekly intervals for the purpose of letting students select and pursue special topics and areas of interest. The activities were instructional as well as recreational, and an evaluation process and its results are reported in the article.

"Principals' Problem: Is a Club Program Practical in a Large School?" Instructor, January 1968, p. 25.

The discussion was based on the case study of a principal who felt that his K-6 school of 1200 students was too large to consider an activity program. The three principals involved in the discussion shared the idea that, regardless of the school's size, student involvement is a must.

Ryan, Allan J. "Providing Medical Service for Athletes." School Activities, November 1967, p. 17.

The article begins by citing a number of examples from the University of Wisconsin where injuries had occurred to boys during their high school years and, because of improper care, they were now unable to take physical education. The feasibility of providing adequate medical service is stressed.

Short, Rodney. "Student Activities: A Two-Way Street." The Texas Outlook, November 1968, p. 36.

In 1966, each of the El Paso, Texas high schools created the new administrative post of "manager of student activities." The author relates his experiences, duties, and responsibilities of the manager, and points out that the job demands versatility and time.

Sonen, Mito. "Leadership, Facilities, Time, and Budget for Intramural Activities." The Bulletin of NASSP, May 1960, p. 118.

The author devotes a brief section to each of the above topics.

Swain, G.T. "A Study of the Organization and Administration of the Cocurricular Program in the Public Senior High Schools of North Carolina." Unpublished doctoral dissertation, Duke University, 1968.

The study found that most schools provided activities before and after school instead of in a scheduled activities period. The number and variety of offered activities were generally balanced, however, interest clubs, religious clubs, intramural sports, and girls' interscholastic sports were most often omitted. To regulate participation, the point

system practice was most used. Financing of the programs came primarily from gate receipts, membership dues, grant of funds from the board of education, season tickets, and proceeds from sales. The athletic and music activities in most schools received funds from the board of education and the most adequate publicity. They made eight recommendations.

"The Principal's Part." School Activities, February 1969, p. 3.

Since the principal delegates the responsibilities of assemblies to an assembly committee, the committee should know its own guidelines. Guidelines are detailed for both parties.

Turnipseed, D.A. "Who Should Direct Extra Curricular Activities?" School Activities, February 1965, p. 12.

There must be intelligent and inspired direction from the teaching staff. Good supervision demands the most aggressive faculty leadership. The responsibility must be centered on one office to aid the principal.

Weldy, Gilbert R. "Should We Enter That Contest?" The Bulletin of NASSP, September 1971, p. 75.

The article discusses the difficult task facing the principal in deciding which contests his school should enter and which ones should be avoided. Often his actions are misinterpreted by members of the community who do not understand his position or obligations. The author offers guidelines for principals to use in selecting contests.

Weldy, Gilbert. "Supervision and Control of Non-Athletic Interscholastic Contests and Activities." The Bulletin of NASSP, October 1964, p. 60.

This article summarizes the development of state organizations to supervise and control non-athletic interscholastic contests and activities in 1964. At that time there were 34 activity associations in 29 states that either sanctioned, sponsored, or supervised student activities including athletics.

Weldy, G.R., and Wilson, H.E. "A Policy for Controlling Demands of Outside Groups Upon Student Time and Talents." The Clearing House, March 1966, p. 406.

The article describes the reaction of a large midwestern school district to the problem of regulating student activities, particularly those involving non-school community groups. The article includes a comprehensive statement of board of education policies, a statement of philosophy and guidelines, and a statement of administrative policy relative to student activities.

FINANCING

"Administrators Forum: This Month's Problem; Making Students Pay for Privilege of Participating in Extra Curricular Activities." School Management, October 1967, p. 33.

Six panelists of a school board discuss the practice which requires students to pay for the privilege of participating in student activities, including interscholastic athletics, debates, and science clubs. Their discussion suggests rationales and alternatives for financing student activities.

Ahern, T. James. "Financing the Interscholastic Athletics Program." The Bulletin of NASSP, May 1960, p. 107.

This article discusses the common methods of financing sports.

Gades, R.E. "The Business Teacher and Activity Fund Accounting." Journal of Business Education, April 1969, p. 291.

The business teacher should take over the activity fund accounting in our schools. The accounting system presented in this article has several important advantages: (1) it has enough control to place responsibility on each key person in the accounting chain; (2) it is simple enough for all to understand and operate; and, (3) because all forms except checks can be duplicated at the school, it is easy to place into operation.

Johnson, P.L., et al. "Hidden Costs; How Free Are Our Public High Schools?" Illinois Education, 1966, p. 396.

This is a report on a survey to determine hidden academic and extra-curricular costs in the 1963-64 school year of 1,969 senior high schools in Northern Illinois with enrollments of 500 or more. The hidden costs were reported for selected courses, by subject areas, and for selected items in the extracurricular area.

Nye, R.P. "Administration of and Accounting for School Activity Funds at the Secondary School Level." Unpublished doctoral dissertation, Ohio University, 1966.

There are three purposes to this study: to develop criteria for the administration of and account for funds that agree with authorities, to determine the extent to which current practices of selected schools conform to the criteria, and to develop recommendations for improvement in this area. Several recommendations made were: designate a uniform, simple, and flexible system of accounting to be used by all schools; use a central treasurer system with one bank account; require the bonding of the central treasurer; audit the school activity funds at least once a year. The author also recommended specific policies for the local school board.

Speece, R.L. "The Average Cost and the Time Spent by the Schools of Nebraska in Selected Activities Generally Regarded as Extra Curricular." Unpublished doctoral dissertation, University of Nebraska Teachers College, 1965.

Results of the study were that the schools kept the extracurricular activities mainly outside of the regular school day. Track and music took up the most school time. As the school size decreased so did the amount of money spent for activities, and as the size of the school increased so did the amount of money spent per participant. They concluded that each school should examine its activities program, especially those areas where there is a large deviation from the average.

FACULTY RESPONSIBILITY, INVOLVEMENT, AND SPONSORING

Alexander, William M., and Halverson, Paul. Effective Teaching in Secondary Schools. New York, N.Y.: Rinehart Company, Inc., 1956, p. 284.

This is a general text in which chapter 10 is devoted to extracurricular activities. The authors suggest that teachers should welcome the opportunity to sponsor clubs and other activities because it gives them the chance to work with students without the "inhibiting" influences of the classroom.

Bell, P. "But Can She Jump!" School Activities, January 1969, p. 8.

This article says that for some teaching positions, the teacher may be expected to be involved in extracurricular activities. Often some physical abilities are required--such as being a good jumper to sponsor the school's cheerleaders.

Belles, Edwin Milton. "The Individual in Extra-Curricular Activities." School Activities, February 1965, p. 13.

The article focuses on teacher preparation for extracurricular duties. Sponsors of activities must be able to provide for individual differences in the extracurricular program as much as they do in the curricular program.

Bent, Rudyard K., and Unruh, Adolph. Secondary School Curriculum. Lexington, Mass.: D.C. Heath and Company, 1969, p. 133.

This is a general textbook on secondary education which devotes a chapter to extracurricular activities. The purpose and value of the activity program is outlined, and the concomitant responsibilities of faculty and administration are discussed.

Birdsall R. "Toward Better Assemblies." The Instructor, June 1967, p. 39.

The adviser in the planning of assemblies should study the previous year's programs and see if their objectives were met. Different aspects of the assembly are considered, and resolutions for the adviser are detailed.

Bolmeier, Edward C. School in the Legal Structure, 2d ed., Cincinnati, Ohio: The W.H. Anderson Company, 1973.

Section 15.7 focuses on the legality of assigning extraclass responsibilities to teachers. Bolmeier discusses the criteria upon which some legal decisions are made, and cites excerpts from cases where this question has arisen.

Bolmeier, Edward C. Teacher's Legal Rights, Restraints and Liabilities.
Cincinnati, Ohio: The W.H. Anderson Company, 1971.

A part of the American School Law Series, there are several sections which chronicle legal decisions regarding the teacher's refusal to accept assignments in extraclass activities.

Campbell, Laurence R. "And Then the Principal Said Quickly: 'And You'll Be the Newspaper Adviser.'" School Activities, April 1962, p. 239.

The article deals with the problem of faculty members being arbitrarily assigned to sponsor activities for which they lack background and experience. The author recommends that teachers willingly accept these responsibilities, and lists numerous ways in which a new sponsor can get information on his assigned activity.

Campbell, Laurence. "Student Publication Advisers and the Study of Public Relations." School Activities, May 1964, p. 261.

The adviser to school publications finds himself in the field of public relations as well as public education. The author gives some helpful hints to prepare the adviser for this purpose, including measuring public opinion, communicating with parents, education and the community, communicating by the spoken word, planning programs of interpretation, and responsibility for interpretation.

Dimmick, Marcella. "One On a Seesaw: The Student Council Adviser." Clearing House, November 1960, p. 151.

The article describes the role of the adviser in relation to the student council. This position is considered to be more demanding of its adviser than any other activity because of the mature judgment and tact required. The adviser faces the difficult task of being loyal to the administration, faculty, council, and his own ideals.

Dimmick, Marcella. "The Student Council Adviser Must Wow!" School Activities, November 1962, p. 72.

The qualities of a good adviser are often paradoxical. He must have the respect of the student members, yet not expect them to honor his opinion on every subject under discussion. He must be a leader, but remain inconspicuous in the group. He must earn the confidence of the faculty as well as the students, but not their blind acceptance of all his suggestions. He must retain his sense of humor, though he foresees problems ahead.

"Do Your Own Thing This Summer." The Instructor, June-July 1969, p. 73.

A series of interviews were conducted to find out what activities teachers have undertaken during the summer to help with boosting student activity programs during the school year. One teacher studied music at Temple University, another toured retardate centers, and another learned arts and crafts in Peru.

Fedder, Ruth. Guiding Homeroom and Club Activities. New York, N.Y.: McGraw-Hill Book Company, Inc., 1949.

This is a general textbook on extracurricular activities but limited to homeroom and club activities. Emphasis is placed on group relations and their importance for social growth and democratic living. The author recommends that all club sponsors have some expertise in the dynamics of group activities.

Frederick, Robert W. The Third Curriculum. New York, N.Y.: Appleton-Century-Crofts, Inc., 1959, p. 219.

The author maintains that extracurricular activities are an essential part of the total educational program and thus deserve as much attention as the other areas. Since sponsorship of activities can be required of teachers, they should prepare themselves to sponsor at least two different activities. The advantages to the teacher gained through sponsorship are discussed, and the traits of a good sponsor are listed.

Grass, W. Al. "Directing Student Activities." The Bulletin of NASSP, October 1964, p. 75.

This article discusses the role of the Director of Student Activities and how he should be selected. A list of activities that are commonly supervised by the director is supplied.

Gray, John. Communication and Leadership. Washington, D.C.: National Association of Secondary School Principals, 1973.

This monograph provides a frame of reference for the teacher or student group leader. The author delves into the nature of communication, the leader as communicator, skills necessary for the communicator-leader, and improving communication within the student council. It is especially valuable for those persons responsible for leadership training programs.

Gray, Martha. "The Director of Student Activities." The Bulletin of NASSP, February 1952, p. 25.

The article describes the qualities of a good Director of Student Activities. The author states that above all else, a Director is a planner, coordinator, and leader.

Hillson, Henry T. "The Adviser of Student Activities." The Bulletin of NASSP, October 1964, p. 81.

The article deals with the role of the Director of Student Activities. The criteria by which a principal selects a Director are presented as well as suggestions on how a Director can be given proper status. There is a detailed discussion on the duties and responsibilities of a Director. The author suggests that the Director make the Student Council his main concern.

"Is It Worth It?" School Activities, June 1969, p. 29.

The article consists of a time study done by a football coach. At the end of one year, 776 hours and 15 minutes were spent on football. For the head coach whose salary was \$1,099.20, this amounted to \$1.43 an hour for his coaching responsibility.

Keith, Kent M. "The Principal and the Student Council." The Bulletin of NASSP, September 1971, p. 66.

The importance of the student council to the school program is noted. The author believes principals should allow the student council maximum amount of freedom and responsibility--even allowing them to "make waves" and learn through their mistakes. The author recognizes the principal's extra responsibilities that will ensue as a result of this action.

Keith, Kent M. Now You're in the Middle. Washington, D.C.: The National Association of Secondary School Principals, 1972.

This is a guide for the student council adviser, including what to do, why one does it, and a description of typical student council problems in terms of organization, scope, responsibilities, and personalities. Legal aspects and remuneration for extraclass duties are considered.

Kirkendall, Lester A., and Zeran, Franklin R. Student Councils in Action. Chartwell House, Inc., 1953.

The qualifications necessary for the faculty adviser include: (1) an ability to understand another's point of view and to discuss conflicting points of view openly and tactfully; (2) genuine faith in people and an ambition for their development; (3) frankness and a willingness to acknowledge error; (4) imagination and ingenuity based on a realistic point of view and a sound understanding of individual and group psychology.

Marvin, John H. "Ethics and the Sponsor." School Activities, September 1964, p. 24.

A requisite for an activities sponsor is enthusiasm. In the assignment of sponsors to various activities, both the administrator and the teachers have an obligation to fill positions on the basis of professional and legal qualifications. At the same time, the administration should give prospective new staff members an idea of what will be expected of them in student activities.

Miller, Franklin A.; Moyer, James H.; and Patrick, Robert B. Planning Student Activities. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1956.

The functions of the school administrator regarding student councils are: interpretation of school policy, approval of contemplated projects, suggestion of ideas for projects, and availability when needed. Other important administrative responsibilities are: to provide sufficient time and room space for council activities, to provide needed equipment and supplies, to attend council meetings frequently, and to limit demands on the council from the public.

Mitchell, S. "How to Be a Newspaper Advisor Without Blowing Your Cool." Nations' Schools, January 1969, p. 42.

The most important factor to remember as a high school newspaper adviser is that it is the students' paper. This means they should do all of the work and provide most of the ideas. Some good ways to ensure a good staff are: require a journalism class for all students on the staff; teach both newspaper and yearbook styles and then find out which publication each student prefers to be with; explain each staff position and its responsibilities; encourage the staff to express their personalities through their stories; and have the staff make their own schedule with the printing company.

Mock, Albert. A Manual of Extracurricular Activities. St. Louis, Mo.: John S. Swift Company, Inc., 1946.

This publication deals with almost every aspect of an extracurricular activity program and is designed to serve as a manual or handbook for faculty members and administrators who sponsor such activities.

Shannon, J.R. "School Activities and School Control." School Activities, December 1950, p. 115.

This article stresses the point that one of the most important qualities of a good activity sponsor is the ability to maintain control. While sponsors should not be dictators, they cannot allow the activity group to get out of hand. Teachers who cannot maintain control in the classroom should not become sponsors.

Sterner, William S. The Student Council Adviser. Washington, D.C.: The National Association of Secondary School Principals, 1963.

An analysis is made of the responsibilities and expected behavior of the student council adviser. Recommendations for choosing personality types for this position are given. Suggestions are included for advance preparation, administrative functions, and dealing with both the students and the school administration.

Sterner, William S. "Preparing Teachers to Sponsor Activities." The Bulletin of NASSP, February 1952, p. 35.

The article deals with a study of teacher involvement in school activities and preparation for their assignments. Teachers trained in a special field such as music, art, and physical education, usually sponsored activities closely related to their fields of certification. Teachers certified in academic fields such as science, languages, and social studies, generally sponsored activities not related to their certification. The study calls for teacher colleges to give more attention to this aspect of teacher preparation.

"Student Leadership vs. Faculty Dictatorship." School Activities, March 1963, p. 214.

The article deals with the problem of sponsors exercising dictatorial control over an activity in order to almost guarantee success. The alternative to dictatorial sponsor control is more student control, and possibly less perfection and success. The implications of the article raise some important questions concerning faculty dominance of student activities.

"Summer Institutes for Advisers of Student Activities." School Activities, May 1966, p. 18.

This is a partial list of institutions offering a course on student activities.

Thompson, Nellie Zetta. Your School Clubs. New York, N.Y.: E.P. Dutton & Company, Inc., 1956, p. 32.

This is a general text on club activities. The qualifications of a Director of Student Activities and club advisers are described, and the qualifications of club advisers are discussed. New teachers are advised how they may better prepare themselves for sponsoring clubs.

Williams, F.N. "Student Activity Sponsor." School Activities, April 1968, p. 3.

The author gives some pointers to sponsors on the reasons they are needed and what they should do. He also gives advise to students on selecting a sponsor.

STUDENT PARTICIPATION

The Activated Student. Washington, D.C.: The National Association of Secondary School Principals, 1969.

This collection of essays by various authors regarding the contemporary student gives an analysis of the forces at work in schools which affect student behavior. Suggestions for turning these factors to constructive purposes are included.

Baird, L. "Big School, Small School: A Critical Examination of the Hypothesis." Journal of Educational Psychology, August 1969, p. 253.

The academic and nonacademic achievements of students from small and large high schools were compared. Students from small schools participate to a greater extent in a variety of areas than do students from large schools. This difference was especially pronounced in the areas of leadership and speech and drama.

Bell, J.W. "Comparison of Dropouts and Non-dropouts on Participation in School Activities." Journal of Educational Research, February 1967, p. 243.

This is a report on a study in the 1960's to determine the relationship between extraclass activity participation and dropouts in Kansas schools of all sizes. The results indicate that a lack of student activity participation was a significant indicator of the dropout in the schools.

Berger, Regina, and Karlin, Muriel S. The Effective Student Activities Program. Englewood Cliffs, N.J.: Parker Publishing Company, 1971.

The student government is one of the most important aspects of a full, vital student activities program. The key to its success is involvement, and the amount of involvement is a measure of its success. In encouraging our children to actively participate in student government, we are permitting them to do something constructive to improve their school.

Berger, Max. "The School Art Project." The Bulletin of NASSP, December 1959, p. 179.

This article discusses how one high school decorated its halls as an extracurricular activity by involving various community people and the total student body.

Blazek, Richard E. "Student Participation in Student Recognition." Business Education Forum, January 1970, p. 33.

The activities performed in holding a recognition assembly serve as a learning medium for students if student participation is emphasized. Preparation tasks for such an assembly are detailed.

Bourgon, J.K. "Which Students Are Active? Based on Sex, Class Rank." School Activities, May 1967, p. 15.

Bourgon checked high school activity records for three years in a class of 740 students. He found that more girls participated than boys and that the academically successful student participates more than others.

Brown, Willis C. "What About Extraclass Activities?" Education, October 1957, p. 94.

A well-rounded activity program is the only way to enrich the school program to meet the needs of more individuals, and to identify the students with special interests and skills.

Bullock, K.V. "Certain Characteristics of Participants and Non-participants in Extracurricular School Activities." Unpublished doctoral dissertation, University of Southern California, 1965.

In 1965 a study was taken to find certain measurable differences between non-participants and participants in extracurricular activities. No significant differences were found in personality measurements, citizenship, grades, educational development or aptitude, intelligence, teacher evaluation of personal characteristics, or physical size, when length and fact of participation were variable factors. Participants are more likely to be sociable and be given superior ratings in personal characteristics by teachers. This study doesn't agree with earlier studies which show measured advantages to participants in grading, intelligence or adjustment.

Dyer, J. Pope. "Assembly Programs Students Want." The Clearing House, October 1962, p. 113.

By involving students in the creation and selection of assembly programs, the more successful and acceptable the assemblies will be. The article then lists reasons for having students on an assembly committee.

Foley, Grayce Ann. "An Activity Club Energizes the Entire Activity Program." School Activities, November 1955, p. 83.

It was the philosophy of the school that each pupil had to belong to at least one club. The Activity Club was organized as a result of a

group of pupils who did not join a club. Its objectives were (1) all club members agree to be friendly, especially to new students and new teachers; (2) Activity Club members agree to support all school sponsored activities as much as possible; (3) the Activity Club is to sponsor at least one major school activity each month.

Forrester, Karen. "What Makes the Difference?" School Activities, December 1963, p. 116.

The author points out a problem drama coaches create--rejecting students. Even if a student is lucky enough to be assigned some job, he doesn't get a complete picture of the entire production. The answer seems to be qualified coaches who know about theater.

Gilford, Henry. How to Run for School Office. New York, N.Y.: Hawthorn Books, Inc., 1969.

This book is written to and for students who are contemplating running for school office. It covers all aspects from getting the nomination to running a successful campaign. The author lists these general qualifications necessary for holding a school office: (1) the quality of leadership; (2) an intelligence of school and student problems; (3) a program of changes that will improve the school; (4) a school record of good work, conduct, and even attendance; (5) experience in other organizations, as a member or officer; and, (6) the desire to serve.

Goller, S.E. "Comparing Existing Opportunities with Expressed Interest for Leisure Time Activities of Twelfth Grade Girls in Fourteen Southern Illinois Counties." Unpublished doctoral dissertation, Southern Illinois University, 1967.

Interest in most activities is dependent upon the availability of the activity to the pupil in the curriculum and the availability of community or family facilities to the pupil. Interest in several activities was dependent upon the availability of the activity to the pupil in the extraclass period.

Graham, Grace. Improving Student Participation. Washington, D.C.: The National Association of Secondary School Principals, 1966.

Suggestions are made for increasing student interest in activities, with emphasis on meeting student needs. The function of the activities adviser and school administrator is given.

Havighurst, Robert J., et al. "The Student Activities Program." The Bulletin of NASSP, January 1971, p. 63.

The article was a study of several high schools' activity programs. The main interest was the degree of student participation and direction of the programs.

Hullihan, W.F. "Relationships Among Social Class Membership, Athletic Participation, Other Variables, and Social Mobility." Unpublished doctoral dissertation, University of Florida, 1964.

The purpose of the study was to re-examine the boys' athletics to determine whether they are biased against lower social class students. Case studies were conducted on three sets of lower class junior high athletic, academic, and social class equals, to search for clues toward overcoming class bias against athletic participation. One of each group had succeeded and one had not succeeded in senior high sports. The study indicated that athletics, although a route for social mobility, isn't equally accessible to the lower class and this bias appears below senior high grades.

Jones, R.W. "Leisure Activities of Illinois Public High School Students in Relation to Academic Achievement." Unpublished doctoral dissertation, Indiana University, 1967.

The study investigates the sociological implications that affect the participation in leisure activities of twelfth graders in the public schools of Illinois in relation to academic achievement. The peer group influences decisions on leisure more than the home, church, and school. The leisure of boys and academically poor students tends to be more divorced from the home and family than girls and high academic achievers. Television and automobiles influence boys and low achievers. Students with low academic achievement are not attracted very much by the school's extracurricular activities program; they tend to develop interests and satisfy their leisure beyond school and home. Four recommendations were made.

Keith, Kent M. The Silent Majority. Washington, D.C.: The National Association of Secondary School Principals, 1971.

Eleven chapters contain case studies, suggestions, and the problem of apathy and the student council. The booklet also spells out guidelines for working with "the silent majority."

Kelley, Earl D. Student Cooperation: A Report of Student Government in High Schools. National Self Government Committee, Inc., 1941.

The author discusses the effect student government has in training effective citizens. He deals mainly with the amount of student cooperation and how it can be improved.

Kleinert, E. John. "Effects of High School Size on Student Activity Participation." The Bulletin of NASSP, March 1969, p. 34.

The results of a survey are given, involving 63 schools in southern Michigan, which correlated school enrollment and student participation in cocurricular activities. The writer offers solutions to those activities which seem to have lower participation because of the largeness of the school.

Kleinert, E.J., Jr. "Student Activity Participation and High School Size." Unpublished doctoral dissertation, University of Michigan, 1964.

The study was made to examine the relationship between the kinds and amounts of student participation in selected activities and the size of the high school, especially ones with high enrollment. The student activities chosen for study were within seven classifications: student government, athletics, oratory-dramatics, publications, service committees, clubs, and music. The findings indicated that most aspects of student participation exist in greater measure as smaller high schools are considered. The decline in participation is considerably greater when small schools (less than 600) grow larger than when larger schools grow larger.

Kurtzman, J., and Morgan, D. "The Distance from Home to School Upon Participation in School Activities." School Activities, March 1969, p. 12.

The findings of this article indicate that there is a consistent but weak, negative relationship between participation in school activities and the distance from home to school. Drop out studies have shown that most pupils who drop out are those who have a low level of participation in school activities.

Lavenburg, Jack. "An Analysis of a Student Council Workshop as a Training Institution for High School Leaders." Educational Leadership, January 1970, p. 385.

The author conducted a survey to determine if student council representatives who attend a workshop make better council members than those who do not attend. He concluded from his findings that the workshop improves on-the-job behavior.

McCray, J.C. "Factors Related to Student Participation in Cocurricular Activities in Gary High Schools." Unpublished doctoral dissertation, Indiana University, 1967.

The project was to determine the possible relationship between certain factors and the extent of student participation or non-participation in cocurricular activities in the Gary high schools. They found that school enrollment had little effect on participation in three of the four cocurricular activities studied; the cost of participation had a positive effect on participation; the parents' educational background was a significant factor in students' participation; students with parents who had skilled and semi-skilled occupations were the primary participants in activities, and generally, participants felt that their parents held positive attitudes toward their participation.

Rizzo, M.E. "Active Activities Program." The Clearing House, November 1969, p. 182.

Ingomar Middle School in Pittsburgh, Pennsylvania has started an activity program in which 90% of the students participate. The students go to clubs during the activities period, and are assigned club responsibilities.

Robbins, J.H. "Trends in Student Activity Offerings in the Public Secondary Schools of Arkansas." Unpublished doctoral dissertation, University of Arkansas, 1966.

The study was to determine which student activities showed sizable frequency changes during the period 1956-1957 to 1964-1965 and which activities will show changes in frequency during 1964-1965 and 1966-1967. In the next two years, athletic and other physical activities, music activities, speech and dramatic activities, and special interest clubs will show some frequency change while other activities will not change. Student activities tend to be more stable in the smaller schools, in Negro schools, in schools with low ratings, and in small-proportion-transported schools than in larger schools, in white schools, in schools with high ratings, and in medium-or-large-proportion-transported schools.

Snyder, E.E. "A Longitudinal Analysis of Social Participation in High School and Early Adulthood Voluntary Associational Participation." Adolescence, Spring 1970, p. 79.

Data were collected from 323 members of a graduating class in a mid-western community of 38,000 five years following graduation. The investigator expected that those students who were active in high school organizations would also be active in adult social participation. This expectation was generally verified. The relationship between high school participation and participation in organizations five years later is less evident when the degree of involvement in adult organization is examined. The relationship disappears entirely when high school participation and the number of offices held in adult voluntary associations is analyzed.

Watkins, E.M. "An Investigation of the Relationship Between Middle Class High School Dating Patterns and Student Participation in High School Activities." Unpublished doctoral dissertation, University of Cincinnati, 1966.

The study was to determine the difference, if any, in participation between steadily dating middle class high school students and casual dating middle class high school students. They compared the two groups on (1) school attendance, (2) academic achievement, (3) participation in activities, (4) attendance at school functions, (5) plans after high school, (6) conduct, and, (7) religious affiliation. They found no significant difference between the two groups with regard to: grades, educational/vocational plans, participation, and religious affiliation.

EVALUATING

"Assembly Programs: Expression of Preference." School Activities, September 1962, p. 27.

Various methods of evaluations are discussed to gain audience participation in student assemblies. These evaluations are then presented to the assembly committee for planning future programs.

"Evaluation of Student Activities." School Activities, October 1957, p. 70.

The article was a questionnaire given to high school students to make them aware of the amount of work the student council accomplished.

Evaluative Criteria for the Evaluation of Secondary Schools. Sec. 5, Student Activities Program. Washington, D.C.: Study of Secondary School Evaluation, 1969, pp. 257-272.

This publication provides both practitioners and outside evaluators a process, criteria, and checklists for assessing the quality of high school activity programs in 12 areas. Included among these areas are: the nature and organization of the extraclass program; school government; assemblies; publications; music; drama-speech; physical; club; and social activities. The process and criteria are as practical as comprehensive.

Hainfeld, Harold. "Filming the Marching Band." Audiovisual Instruction, May 1971, p. 46.

Movies of the marching band during half-time shows at football games are helpful in evaluating improvement of the band's performance. The author makes several practical suggestions on how these films could be taken.

Hearn, Arthur C. "Evaluating the School Activity Program." School Activities, February 1952, p. 179.

The author proposed three specific techniques for evaluating school activity programs: a checklist prepared by the Cooperative Study of Secondary School Standards, an opinion poll, and behavioral changes of pupils such as improved attendance, increased participation in activities, decrease in asocial behavior.

Hearn, Arthur C. Evaluation of Student Activities. Washington, D.C.: The National Association of Secondary School Principals, 1966.

An analysis is made of rationale, principles, and procedures for evaluation of student activities in terms of stated objectives. A proposed criterion for evaluation and methods of application is given.

Junior High School/Middle School Evaluative Criteria, Sec. VII, Student Activities Program. Washington, D.C.: National Study of School Evaluation, 1970, p. 73.

This publication provides administrators, teachers, and evaluators a process, criteria, and check lists for assessing the quality of middle-junior high school activity programs in four parts: (1) principles and premises; (2) nature of programs in the areas of clubs-organizations, intramurals, interscholastic athletics, and miscellaneous activities; (3) evaluation; and (4) plans for improvement.

Wiskell, W.A., and Wiskell, M.J. "Evaluating Programs." Speech Teacher, January 1969, p. 68.

Evaluation of a program should be internal and made at regular intervals by an interested and knowledgeable person so the program can change to fit the needs of the students.

ISSUES--PROBLEMS

Ackerly, Robert L. The Reasonable Exercise of Authority. Washington, D.C.: The National Association of Secondary School Principals, 1969, p. 12.

The author suggests five regulations which he feels are necessary, among others, to ensure that student rights and school rights in student activities are protected.

Ashbaugh, C. "High School Student Activism; Nine Tested Approaches for Coping with Conflict Situations." Nation's Schools, February 1969, p. 94.

The article's approaches for coping with conflict situations are as follows: (1) maintain lines of communication, (2) control influences, such as outsiders who can ignite potentially dangerous situations, (3) talk with student leaders, (4) consider third party mediation, (5) identify students demands, (6) respond to the demands of the students, (7) make sure that all viewpoints are heard, (8) decide on a course of action, (9) institutionalize student participation, so that student involvement in the decision-making process of the educational systems will be through evolutionary rather than revolutionary means.

Bailey, Stephen K. Disruption in Urban Public Secondary Schools. Washington, D.C.: The National Association of Secondary School Principals, 1970.

This is a study of the growth of school protest movements and the scope of that growth. An analysis of underlying causes and suggestions for meeting, controlling and living with the problem are given. One particular section entitled, "Enlarging Student Involvement," discusses the restrictive nature of many student activity programs, and raises questions as to the validity of grade point requirements for participation.

Baker, Delbert L. "Planning for Student Activities in Secondary Schools." The Bulletin of NASSP, October 1964, p. 69.

The article addresses itself to general topics including types of student activities, generating interest in student activities, establishing participation limitations, the adviser's role, and homeroom programs.

Bolmeier, Edward C., and Mohler, J. David. Law of Extracurricular Activities in Secondary Schools. Cincinnati, Ohio: The W. H. Anderson Company, 1968.

An extremely important book, the legal aspects of many topics connected with extracurricular activities are discussed. Among these are: (1) authority of school districts to provide extracurricular facilities, (2) legality of rules and regulations concerning the participation of public school pupils in extracurricular activities, (3) tort liability, (4) legal considerations in assigning teachers to extraclass assignments, and, (5) the legal authority of athletic associations to control extracurricular activities. This is a must source for school boards, superintendents and administrators who have a relationship in the area of student activities.

Boutwell, W.D. "Our Leisure-time Education." Education Digest, December 1969, p. 25.

Some ways are discussed to fill the leisure time of students: reading, mini-courses before and after school, and bringing the "Hits" to the schools.

Breckman, R.H. "Recommendations on Student Activities in High Schools." Educational Leadership, January 1970, p. 346.

This article stems from nine regional conferences held throughout New York State and planned to help administrators cope with the new phenomenon of student power. Twelve recommendations were made, among them (1) educational leaders must take the initiative in convincing their profession and their community that student activism is potentially a constructive force compatible with basic democratic principles; (2) guidelines for handling student activism should be developed at the local level with participation by students, parents, teachers, administrators, and board members; (3) because of constant changes occurring in the communities, the superintendent and his staff should maintain a continuous system of communication analysis.

Callahan, R. "A Social System Analysis of Preferred Leadership Role Characteristics in High School." Sociology of Education, Summer 1969, p. 251.

A study of a school system was undertaken to partially replicate Coleman's research and to critically evaluate the subculture model he used. Students chose desired characteristics of leaders for each type of school role. The characteristics were divided into instrumental and integrative with a hypothesis that each type of characteristic would be selected for the appropriate type of role. Findings indicate that, contrary to Coleman, students selected instrumental characteristics for both instrumental and integrative roles. These findings raise doubts about the utility of the subcultural model for understanding adolescent roles and social organization.

Doohan, J. "Organization and Educational Strategy = Unrest." Journal of Secondary Education, April 1970, p. 155.

Going to school is often not the common experience that it should be. Students are separated by degree, ability, and other special groups. Recent trends toward the development of Black and Brown studies at the secondary level has tended to reinforce cultural and social isolation. The author suggests, "At a time when educators are searching for answers to problems related to student unrest, a logical starting point might be curricular and cocurricular programs and organizations."

Fagan, C.B. "School Activities Around the Nation." School Activities, September 1966, p. 18.

This article summarizes these three points: Wyoming High School Activities Association published a booklet on proper conduct at events; a list of five standards for interscholastic football has been made for the New York State Public High School Athletic Association competition; and a new girls' interscholastic competition, including track and field, has been established in Kansas.

Fearon, C.P. "Campus Protest and the Administrator." The Bulletin of NASSP, September 1969, p. 28.

This article deals specifically with the White Plains School where racial problems arose despite the school's reputation for being very conscious of the need for equal education opportunities. A violent confrontation might have been triggered by the police, had not one administrator coolly taken charge. Students who had been boycotting classes finally agreed to return after the administration had promised to act on the student demands.

Fleshman, R.C. "Extra Duties Without Pay?" American School Board Journal, January 1972, p. 32.

The author deals with the legal ramifications of assigning extraclass duties to teachers (such as coaching, marching band) without extra remuneration, and summarizes applicable court decisions.

Ford, P.R. "Personalizing Student Life and Student Activities." The Bulletin of NASSP, November 1968, p. 76.

The article deals mainly with the over-all school program of personalization in West High School in Torrance, California. The students work on projects of aiding the poor, and have Saturday Seminars and concentrate on getting to know the staff better.

Grass, W. Al. "Directing Student Activities." The Bulletin of NASSP, October 1964, p. 75.

The article discusses the importance of having a specialist, such as a director of student activities. Schools with 1500 or more students need one because the principal has too many other duties. Eight unique qualities of a good director are listed. Also included is the California Association of Directors of Activities list of 35 duties or areas of responsibility handled by a director.

Graves, S.M. "A Description of Student Unrest." The Bulletin of NASSP, May 1969, p. 191.

Anxieties stem from student groups rebelling against society and authoritarianism. A high school should not run away from these anxieties or

try to close its eyes to the turbulent world around it. In striving to meet these problems, great pains should be taken to ensure that all sides of a school or public issue are presented.

Horn, Gunnar. "Extracurricular Activities--Right or Privilege?" Today's Education, May 1972, p. 45.

The article presents the findings of a poll of 12 coaches and 100 academic teachers on their attitudes toward academic requirements for participation in extracurricular activities. The findings indicate that the coaches and teachers overwhelmingly favor the requirement of academic eligibility and believe that coaches and sponsors should have the right to eject students from their activity for violation of the rules.

Johnston, Edgar G. "Critical Problems in the Administration of Student Activities." The Bulletin of NASSP, February 1952, p. 1.

The article traces the role of extracurricular activities in the schools over the preceding 30 years. Ten shortcomings in activity programs are listed and blame is placed on the administration. One point criticizes teacher training institutions for failing to provide adequately-prepared teachers in the area of extracurricular activities. Point number 10 deals with inequities in teacher assignments to extra duties.

Jones, G. "Are Extra-curricular Activities Becoming Curricular Activities?" School Activities, March 1965, p. 11.

The author gives a little background on the feelings of teachers and administrators toward extracurricular activities. A study in 1933-34 regarding the status of various activities--"curricular or extracurricular?" is presented. The results of the study are given in tabular form: (1) at the time of introduction and (2) in 1933-34.

Josey, E.S. "How We Do It. School Libraries Enhance Extracurricular Activities." School Activities, February 1966, p. 11.

This short article lists and describes books and reference aids, and their use. The author encourages teachers and pupils to utilize the library for extracurricular as well as curricular activity.

Langenhennig, Sister M. Jordan. "Improving Extracurricular Activities." Catholic School Journal, April 1967, p. 69.

The article cites three major weaknesses found in many activity programs: overparticipation, lack of participation, and undemocratic management. The author points out that school administrators are obligated to correct existing deficiencies in their programs, and detailed recommendations are presented for correcting such weaknesses.

Marvin, John H. "Ethics and the Sponsor." School Activities, September 1964, p. 24.

The author states that the personal ethics of sponsors should be of the highest order. Sponsors have a moral obligation to dedicate themselves fully to their activity, whether or not it was chosen or assigned. Administrators should refrain from making activity assignments arbitrarily, and both teachers and administrators should compromise and "go the extra mile" for the student activity.

McKenzie, R.F. "Those Extra Curricular Activities." Texas Outlook, March 1968, p. 35.

Results of a survey of student opinion on extracurricular activities indicate that students want these activities; they believe both classroom and outside activities are needed for a balanced education; they are willing to limit activities so as not to interfere with classwork; there is a need for more professional guidance of students to appropriate activities.

Mohler, David J. "The Law and School Activities." The Bulletin of NASSP, September 1971, p. 10.

According to the author, very few school laws pertain to extracurricular activities. Various cases of the activities program are discussed, including a section on the responsibility of sponsors to provide for the safety of students.

Mohler, J.D. "Legal Aspects of Extracurricular Activities in Secondary Schools." Unpublished doctoral dissertation, Duke University, 1965.

This study was to provide information about the legal status of extracurricular activities. Five major topics were discussed: the school districts' authority to provide extracurricular facilities; the legality of rules and regulations concerning student participation; the athletics associations' legal authority to control extracurricular activities; the legal considerations involving teachers assigned to activities; and tort liability as related to activities.

NEA Research Division. "New Profiles of the American Public School Teacher." Today's Education, May 1972, p. 15.

The article discusses the average work week for teachers in terms of total hours devoted to all school-related activities and the average number of hours spent on non-compensated school activities.

Norton, Monte S. "Extra Duties for Teachers." The Bulletin of NASSP, December 1961, p. 105.

The article states that a common complaint of teachers concerns their overload of extracurricular activities. Homeroom, study hall and hall duty are considered extracurricular duties in this article. The author presents a formula to establish equitable teacher loads for curricular and extracurricular assignments.

Rempel, Averno M. "An Objective Approach to Extra Pay for Extra Work." The Bulletin of NASSP, October 1961. p. 1.

Most teachers receive extra pay for extra duties. Activities are rated on the basis of 22 factors and a formula translates the ratings into dollar values.

Pileggi, N. "Revolutionaries Who Have to be Home by 7:30." Phi Delta Kappan, June 1969, p. 561.

The author reports on the revolutionary activities of today's high school youth. He includes various cases in which students have fought to uphold their legal rights and some teachers who deprived students of these rights. Even though the number of activists is relatively small, all students sympathize with them for a variety of reasons, and tempers run high when any student is barred from his inherited freedoms. The author concludes by saying that the continued unwillingness to distinguish between violent disruptions and peaceful dissent can only contribute further to the atmosphere of repression, and to the very violence schools seek to avoid.

Parrish, K., and Weldy, G.R. "Good Scholarship; Do Students Really Care?" The Clearing House, January 1969, p. 275.

A survey was taken of 170 high school boys and girls in Ohio asking what type of honors were most important--athletic, leadership, social, or scholarship. Boys preferred this order: athletic, scholarship, leadership; while girls preferred leadership, social, scholarship. Perhaps too many awards are put on activities other than scholastic.

Peterman, L.E. "A Place of Responsibility: Where It Worked Both Ways." The Bulletin of NASSP, September 1969, p. 1.

No courses are offered to teach administrators how to handle student protest groups. Oak Park High School has an administration that recognized its responsibilities to education and was knowledgeable enough in the ways of human nature and individual natures to deal wisely with student dissidents. As a result, education at Oak Park High School was not disrupted.

Robbins, Jerry H. "Hot Spots in Student Activities." The Bulletin of NASSP, September 1971, p. 34.

The article points out some of the shortcomings in today's activity programs. Some activities become so important that they monopolize student time and the school activities program. The administrator is urged to maintain the proper balance.

"Salary Supplements for Extra Duty." N.E.A. Research Bulletin, May 1970, p. 42.

The practice of adding supplements of teachers' salaries for guidance of extracurricular activities is widespread and consequently there is considerable interest in information on "extra pay for extra work." The N.E.A. Research Division has made two comprehensive surveys of supplemental payments for 1967-68, and 1969-70. Sports, especially football and basketball are supplemented with a greater amount of money than any other extracurricular pupil-participating activity.

Schmidt, E.H. "Extra-Curricular Mandates Curricular Change." School Activities, December 1965, p. 2.

The activities program should give students a place and opportunity to get involved in up-to-date civic problems which are not usually dealt with in the classroom.

Solley, Paul M. "Extra Pay for Extra Duty." Today's Education, May 1969, p. 54.

The article describes a guide set up to determine the extra pay for teachers for their extra services. More than 60 job descriptions relating to extracurricular activities are listed. The guide was developed in 1965 by the Salary Committee of the State College Area Education Association in Pennsylvania, and nine criteria are used in rating each activity.

Sproule, J.R. "A Potentially Constructive Force." The Bulletin of NASSP, September 1969, p. 23.

Student activism is a potentially constructive force. If a design can be developed for channelling the force, it can add real vitality to the high school education program. However, while advocating the inherent positivism of student dissent, Sproule also recognizes the dangers of its "absurd excesses."

Sterner, William S. "Extracurricular Duties and the Law." School Activities, September 1966, p. 19.

This article points out the teacher's legal and moral obligations to assume extra duties, and court decisions upholding this view are cited. The author suggests that teachers and administrators both be reasonable in the matter of extra duties to avoid court decisions.

"Student Unrest in High Schools." School and Society, February 1970, p. 75.

This is a synopsis of an address given by U.S. Commissioner, James E. Allen, Jr. All administrators should take the initiative in bringing together groups representative of all segments interested in your school, to identify key issues of concern and to determine what alternatives there are for achieving appropriate changes in policies of school practices.

Strength from the Storm. Washington, D.C.: The National Association of Secondary School Principals, 1971.

Student councils in the turbulent years--their growth and setbacks are revealed in contemporary writings.

Sweetman, J. "If It Moves, Kick It." Times Educational Supplement, January 10, 1969, p. 90.

Cocurricular activities of staff versus the student population is the theme of this humorous article. Everyone in school makes an effort to cheer on opposing sides.

"The Student Activities Program." The Bulletin of NASSP, January 1971, p. 63.

The article focuses on three basic areas of the activities program: the extensiveness of the program, student responsibility in directing the activity, and the number of participants. Teachers' legal obligations to assume extra duties, and the issue of extra compensation are discussed.

Turnipseed, D.A. "Who Should Direct Extra Curricular Activities?" School Activities, February 1965, p. 12.

The article states that it is the principal's responsibility to see that the extracurricular activities program has nothing but "intelligent and inspired" teachers serving as sponsors. The author stresses the importance of coordinating the program through the principal's office. Faculty sponsors should commit themselves to the students rather than to the students' organization.

Wood, Donald I. "Student Activities--A Hope or a Delusion?" The Bulletin of NASSP, April 1962, p. 201.

A brief history of extracurricular activities is presented, and various shortcomings of activity programs are outlined. Teachers and administrators are faulted for giving too little interest and emphasis to activities.

AT THE MIDDLE - JUNIOR HIGH SCHOOL LEVELS

Alley, Louis E. "Interscholastic Athletics for Junior High School Boys." The Bulletin of NASSP, May 1960, p. 95.

The author discusses the pros and cons of interscholastic sports for junior high boys.

Bossing, Nelson L., and Cramer, Roscoe V. The Junior High School. New York, N.Y.: Houghton Mifflin Company, 1965, p. 245.

An examination of junior high school student council programs reveals a varied pattern in the nature of specific duties undertaken. Most of the councils have the responsibility to manage certain school activities with appropriate freedom: social events, student government, special interest activities, and service clubs within the student activity program.

Bula, Richard. "Pre-High School Competition--Is Being For or Against It the Issue?" Journal of Physical Education, May 1972, p. 186.

The author gives recommendations which will help to ensure that the child receives a positive experience while competing. In order for children to be properly supervised, he suggests that coaches of pre-high school pupils be well educated, and that workshops concerned with competition be held for parents.

Elicker, Paul E. The Administration of Junior and Senior High Schools. Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964, p. 107.

Five standards of a good student council are: (1) clearly defined powers and responsibilities; (2) democratic principles in its operations; (3) support on the part of the faculty and principal by a true understanding of the council's role; (4) soundly functioning organization; (5) prestige, serves the school willingly, and enlists the ready cooperation of the student body.

Grandgenett, D.J. "Survey of the Policies and Practices of the Student Activity Program in the Three-year Junior High Schools of the State of Iowa." Unpublished doctoral dissertation, Arizona State University, 1967.

The study includes administration, scheduling, organization, finance, and evaluation. The author concluded that schools of various sizes sponsored a large variety of activities and that these made up an important part of the education program. Finding a satisfactory method of financing proved to be a problem for the administrators. Six recommendations were made to implement programs where educational values can be achieved.

Grenewald, M. "Junior High Production of the School Yearbook." The School Shop, November 1969, p. 47.

A school yearbook is a creative commentary on what students think about their lives, their times, their peers, their teachers, and their world, and it is important that this should not be undermined. The organization plan is simple--all work is done by the students.

Gruhn, William T., and Douglass, Harl R. The Modern Junior High School. New York, N.Y.: The Ronald Press Company, 1956, p. 307.

Student council activities are providing better experiences in citizenship; they are helping pupils improve in poise, personality, and leadership qualities; and they provide many functional experiences in both oral and written expression. This is done in the following ways: (1) more time is being assigned for student council meetings, (2) student councils are frequently combined or correlated with social studies or English, and (3) more competent faculty sponsors are being selected.

Hofeditz, Paul H. "Sequoia Junior High School Mathematics Team." The Mathematics Teacher, October 1956, p. 473.

This article describes a mathematics team that was originally organized as a demonstration group consisting of hand-picked students of outstanding mathematical ability. They were to develop skills in rapid calculation and learn a number of dramatic short cut "tricks" with which to impress and amaze other students and lay groups. The club is now open to any student wishing to make a hobby of mathematics regardless of previous success in arithmetic.

Howard, A.W. "Problems in Junior High School Activities." School Activities, January 1969, p. 2.

The common complaint is that the junior high is trying to copy high school with sophisticated activities. Poor organization and disagreement among the faculty are criticized.

Howard, A. "A Junior High Award System that Works." School Activities, January 1969, p. 18.

This article gives some basic principles that are necessary for a successful awards program. All activities are important, from athletics to student government to music. A good system includes eligibility open to everyone; voluntary participation; financing the activities as a regular part of the school budget; regular evaluation of each activity; qualified sponsor; regularly scheduled meeting on school time whenever possible; and the principal with the power to veto.

Johnston, M. Margaret. "Junior Forensic League." Catholic School Journal, November 1968, p. 30.

Twenty-eight schools have formed the "Mississippi Gulf Coast Junior Forensic League" for grades 5-8 to conduct speech contests for member schools. The aims are for students to overcome nervousness, to learn how to talk to an audience, and to learn to communicate effectively. A survey shows that students who are graduates of this junior league do better in high school contests.

Mailander, J. "Re-Vision on Decisions." School Activities, January 1969, p. 3.

This article deals with the student council on the junior high school level. The author believes there is no privilege given to these student bodies for making meaningful choices in the school environment.

Mueller, Sr. Mary Louise. "Class Clubs." Catholic School Journal, December 1969, p. 28.

This article recommends a new approach to the traditional class club in the junior high school. Too often students are club-saturated, so the author suggests a 'special interest' club, in which students enjoy a common hobby or activity.

Owen, M. "Social Studies Activities." The Instructor, June-July 1969, p. 100.

This article has six ideas in which to broaden activities related to social studies which are useful for the junior high school: (1) back when, (2) foods, (3) information swap, (4) interview, (5) population density, and (6) barter.

Prescott, S.E. "A Strategy for Determining Unmet Needs of Youth: To Establish Co-Curricular Programs for Junior High Schools." Unpublished doctoral dissertation, Western Reserve University, 1967.

The study was to develop a criteria based on the students' needs that could be used to determine the best cocurricular program for a particular junior high school. They found that the following are important needs of junior high students: (1) the sex drive, (2) the need to belong, (3) the need for new experiences, (4) the need to achieve (5) the need of mastery-dominance, (6) the need for self-realization, (7) the need to develop salable skills and to prepare for the world of work, (8) the need for good health and physical fitness, (9) the need to prepare for the role of citizen in a democracy, (10) the need to develop the capacity and appreciation for beauty in art, literature, and nature, and (11) the need for the ability to use leisure time well and efficiently. The criteria aided in determining an activities program for the pilot school and could be used for any school.

Reum, Earl. Of Love and Magic: The Junior High/Middle School Student Council Advisor. Washington, D.C.: National Association of Secondary School Principals, 1973.

The author gives a description of junior high students and their leaders; guidelines for advisers; meetings, council, and committee structures; handling of finances and public relations. He also includes a sample summary of a year-long activities calendar.

Robbins, Jerry H., and Williams, Sterling B. Student Activities in the Innovative School. Minneapolis, Minn.: Burgess Publishing Company, 1969, p. 56.

The student council in the junior high school closely resembles the senior high school council. Because of the age and maturity of the students at the junior high school level, its student council is usually not given the same amount of authority that similar bodies at the senior high level have. Commonly accepted responsibilities are as follows: (1) Regulation and evaluation of student activities; (2) Representation of the student body to the administration pertaining to the conduct of student affairs; (3) Organization of assembly programs; (4) Provisions allowing for student participation in the management of school affairs.

Rowley, J.V., and Galford, J.B. "School Social Events." The Clearing House, October 1968, p. 110.

The authors suggest that the various grade levels have different events, (seventh--afternoon picnic; eighth--7:30 p.m.-10:30 p.m. party; ninth--7:30 p.m.-11:30 p.m. dance). The rest of the article is a series of questions for preparations for the dance, including the theme, date, decorations, music, publicity, refreshments, and supervision.

Slater, R., and Strehle, J. "Anything But Average." The Bulletin of NASSP, October 1969, p. 54.

An 'average' student is anything but average. In this paper, the authors report study results which debunk the mythology responsible for the label of 'average' which is misused and misunderstood. Instead of being recognized as an abstract golden mean, difficult if not impossible to find among men, this label has acquired pejorative connotation which wounds many people. Studies were acquired through compilation of data through academic and extracurricular activities.

ASSEMBLIES

Anderson, James Carl. "Planning and Evaluating School Assemblies." School Activities, January 1963, p. 131.

The best results from assembly programs are obtained when schools continuously plan, initiate, and evaluate their programs. Factors which affect assembly programs are listed as well as objectives for evaluating the programs.

"Assembly Programs." School Activities, October 1962, p. 59.

This article presents three separate kinds of assembly programs that could be presented by various school personnel or departments. The following programs described: (1) Programs developed along the lines of a television program, e.g., "What's My Line?", (2) Dramatized skits, e.g., How to interview for a job, (3) Demonstrations, e.g., business machines.

"Assembly Programs: Organizing for Assemblies." School Activities, January 1970, p. 7.

The writer advocates the formation of an assembly committee in each school to provide better assembly programs. The selection of members for this committee and the objectives of such a committee are also detailed. These objectives are:

- (1) Educating the school in the purpose of the assembly
- (2) Making and posting the assembly schedule
- (3) Surveying of school for appropriate assembly material
- (4) Promoting the education of the participants
- (5) Assisting in advertising and staging programs
- (6) Developing standards for programs
- (7) Promoting assembly program competitions
- (8) Keeping records of assemblies
- (9) Organizing and promoting interschool assembly exchanges
- (10) Promoting and developing good audience habits

"Better Assemblies in September." The Instructor, August 1967, p. 67.

It is the writer's opinion that the formal assembly programs are declining and that the schools are amiss in not having them because assemblies can achieve school unity and provide an outlet for individual expression. Several topics for assembly programs for presentation early in the school year are discussed.

Campbell, Laurence R. "Assembly Programs: Are Assemblies Necessary?" School Activities, September 1964, p. 19.

After giving reasons why most assemblies are outdated for today's schools, the author lists possible solutions for updating the programs to meet the modern era.

Flower, John G. The High School Assembly. State of New Jersey Department of Public Instruction, 1930.

The author covers the basic principles of the high school assembly, including a study of New Jersey high school assemblies.

Frederick, Robert W. The Third Curriculum. New York, N.Y.: Appleton-Century-Crofts, Inc., 1959, p. 307.

This chapter details the school assembly from its origin to the present. The importance of the assembly, its development, and the purposes and values obtained are given. A list of possible programs and their administration, with accompanying problems and possible solutions, is included.

Gilbert, Clark R. "Competitive Assemblies." School Activities, September 1966, p. 11.

The competitive assembly among the high school grades is offered as a means of instilling student interest in assembly programs. The author outlines different types of competitive programs and various methods for judging assemblies.

Howard, A.W. "The Subversion of the School Assembly." The Clearing House, March 1970, p. 401.

This article stresses the lack of value in a high school assembly program. Neither the pep rally nor the awards ceremony recognizes any ability except athletic prowess. It is concluded that student assemblies must have real value and a proper balance of purpose, meaning, and educational benefits before any good can result.

Hughes, Otto, and Schooler, Virgil. "Student Activity Program in Indiana High Schools: The Assembly Program." Bulletin of the School of Education, Indiana University, July 1966, p. 1.

This is a thorough study of the assembly programs in the high schools of Indiana. The basis for the study is that more serious considerations should be given to the role of the assembly in its contribution to the extracurricular program and to the total instructional program of the high school. The design and results of the research are given.

Johnson, N.C. "The School Assembly--Entertainment or Education?" School Activities, March 1962, p. 204.

The writer feels that the high schools' assembly programs are mainly programs of an entertainment nature and that the programs should be challenged from the standpoint of educational contributions. He reviews the objectives of the assembly program and the use of an assembly committee.

Keene, Thelma B. "How Can Better Assembly Programs Be Planned?" School Activities, March 1957, p. 209.

This article provides a comprehensive review of quotes, standards, and provisions for providing better assembly programs. The work of the assembly committee is presented as a check list in question form.

Loughlin, Richard L. "Improving Assembly Programs." The Bulletin of NASSP, December 1961, p. 126.

A list of nine disadvantages and 15 advantages of assembly programs is given. The criteria for a desirable assembly organization are also outlined.

McKown, Harry C. Assembly and Auditorium Activities. New York, N.Y.: The Macmillan Company, 1931.

A full discussion of the many types of themes or formats for assembly programs is included, as well as sections dealing with objectives, organization, and administration of assembly programs.

Novak, Benjamin J. "The Assembly Builds School Morale." Education, December 1966, p. 241.

The author emphasizes the importance of the assembly in unifying the student body and stimulating its desire to accept the school's traditions and values.

Rowland, Howard. "Dramatic Readings." The Clearing House, March 1967, p. 410.

The author conceived the idea of a "Dramatic Readings Assembly" planned, written and produced by students in high school. The program consisted only of poetry presented by individual readers and choral groups. Experimental lighting and music provided unusual background for the presentations. The assembly was so well received that it is now a tradition.

"The Assembly Schedule." School Activities, April 1969, p. 19.

Assuming an assembly committee has been organized, the writer then details suggestions for filling the assembly dates by various organizations or groups of the school. Drawing up the official assembly schedule is the main objective of the article.

Whitlock, James, W. "Assembly Programs and Their Content." School Activities, October 1957, p. 55.

This article contains the results of a survey analyzing the content of assemblies held during the 1954-55 school year of 342 high schools. The programs were classified with respect to similarity of titles. The percentage of schools using each is given.

Whitlock, James, W. "Most Difficult Assembly Program Problems." School Activities, November 1957, p. 91.

From the results of a national survey the writer lists the assembly problems under six general headings. He discusses results by comparative school population size, and presents possible solutions to the problems.

ATHLETICS

Apps, B. "Indoor Pentathlon May Be the Answer." Times Educational Supplement, February 21, 1969, p. 586.

The aim of the indoor pentathlon attempts to provide a competitive event for the all-rounder with five events: a sprint, a vertical jump, a horizontal jump, a throw, and an endurance event. A point table for the scoring system ranging for all competitors from 1 through 100 is used. Additional information regarding set-up, rules, regulations, and scoring procedures are included.

"Athletics as Academic Motivation for the Inner City Boy." Journal of Health, Physical Education, and Recreation, February 1972, p. 40.

The article is a report on the University of Chicago's program for educational opportunity. High school coaches show concern for student athletes which encourages them to succeed by their own efforts.

Bowling Green High School. School Activities, December 1959, p. 125.

The article delineates the sportsmanship code used at this high school.

Bradley, I.D. "The Playing Fields of Ware." Today's Education, May 1969, p. 25.

The girl's physical education program at Ware (Mass.) High School has been transformed from a traditional one limited to team sports, gymnastics and dance, to a new experience for all. Through the addition of golf, tennis, archery, horseback riding, skiing, judo, and camping, the program has become one that introduces girls to lifetime sports. Participation in athletics, even after physical education class, reached 90%.

Bridges, Foster. "Why Game and Practice Limits?" School Activities, February 1967, p. 3.

Generally, it is agreed that limits are needed for the following reasons: to allow high school students time to engage in other activities; to keep down competition, to keep athletes from being burned out physically, and to keep for the schools, instead of boards of education, the privilege of making uniform regulations to govern the sports program.

Cheska, Alyce. "Girls' and Women's Sports." Journal of Health, Physical Education, and Recreation, March 1970, p. 86.

The article discusses the physiological differences between the male and female and describes which sports are more advantageous to each sex. The article lists 12 reasons why sports are becoming more popular with women than ever before and six more reasons why sports should be emphasized.

Coefield, John R. "Interscholastic Athletics." School Activities, November 1959, p. 75.

The article describes how Americans have been strongly influenced by the spirit of winning which has led to an overemphasis on interscholastic athletics. Athletics have placed a "winning-is-all" attitude on students. The article notes that sports cannot be cast out of high schools, but rather the solution is to have competitive athletics as the climax of a good physical education program.

Cudahy, M.S. "One Man's Way to Boost Athletics." Times Educational Supplement, August 8, 1969, p. 19.

This author has set up a system whereby he classifies athletic participants in divisions by age and size. He feels it is an excellent method for promoting an interest in athletics, encouraging training, and raising standards. No longer will competition be only for the strongest.

Cooley, E. Wayne. "Girls' Interscholastic Athletics." School Activities, December 1967, p. 14.

The article deals with girls' athletics in the state of Iowa and lists reasons why girls' track and field were begun.

Duncan, Ray O. "The Scope of Interscholastic Athletics." The Bulletin of NASSP, May 1960, p. 87.

The author discusses the place, principles and guidelines, and financing of interscholastic sports.

Edwards, Marigold, and Neal, Patsy. "Competition: Why Should I Strive? What More Could One Ask?" Journal of Health, Physical Education, and Recreation, January 1966, p. 28.

The article is about the personal experiences of the two authors who both competed athletically. The values of athletics for girls are stressed.

Evans, Warren R. "Scope of Intramural Athletics." The Bulletin of NASSP, May 1960, p. 114.

The author covers the purpose, program, and administration of the intramural program.

Fagan, C.G. "School Activities Around the Nation." School Activities, January 1967, p. 20.

Five points are made by the author. In a play for conference championship, the Wisconsin Interscholastic Athletic Association Board of

Control authorizes a replay from the spot and time of the error. The background, purpose, and up-to-date happenings with the President's Council on Physical Fitness are stated. Some statistics on Little League Baseball and the policy of competitive sports in junior high are given.

Finlayson, Anne. "The Scope of Girls' Sports Programs." The Bulletin of NASSP, May 1960, p. 124.

The author covers standard games, rules, restrictions, and penalties for players.

Healey, William A. "Planning Athletic Travel." School Activities, April 1967, p. 14.

A trip should be a valuable and worthwhile experience where students are aware of their obligations and responsibilities. All students on the school's chartered bus should have school insurance and all school work that is missed should be made up.

Hartony, Jack, and Overbeay, Don W. "Interschool Competition for Students in Schools for the Visually Handicapped." School Activities, January 1967, p. 16.

Of 43 schools for the blind and visually handicapped, most belong to four athletic conferences. The first sports introduced were track and swimming, and today, wrestling and girls' sports have been added. Eligibility requirements have been set up to meet most state requirements.

Masonbrink, Edward. "Physical Activities and the Secondary Educational Program." The Bulletin of NASSP, October 1964, p. 33.

This article is particularly helpful to those who have an interest in a specific extracurricular area, and describes physical activities which could be included in the program.

Mudra, Darrell. "The Coach and the Learning Process." Journal of Health Education Recreation, May 1970, p. 26.

The article gives a coach's point of view on why athletics are important to young adults. He states that good personal relations are necessary between players and the coach.

Ogilvie, Bruce C., and Tutko, Thomas A. "Sport: If You Want to Build Character, Try Something Else." Psychology Today, October 1971, p. 61.

The authors' research dealing with the effects of competition on personality found no empirical support for the premise that sport builds

character. Athletic competition has no more beneficial effect than intense endeavor in any field. Such topics as traits of competitors, differences between and among sexes, types of sports, and coaching attitudes are also presented. A highly relevant article for athletic coaches.

Reger, Paul K. "Physiological and Sociological Aspects of Girls' Athletics." School Activities, December 1967, p. 19.

Some of the problems encountered in girls athletics are discussed.

Santos, J. "Try the Pentathlon." The Athletic Journal, March 1970, p. 48.

This article deals with a way to attempt to build interest in high school athletics. The author says the pentathlon will increase the number of competitors in a track and field program, stimulate interest in competing in the decathlon, and encourage new interest in high school track.

School Athletics, Educational Policies Commission, 1954.

This book discusses athletics for all ages and for special groups, with a special section on conducting a good school athletic program.

Simmons, K.B. "Track and Field Clubs for Girls." Journal of Health, Physical Education and Recreation, April 1969, p. 43.

It is clearly evident that there is much more to coaching a track club than knowing the techniques of performance. It is essential that the organization and management of their programs and their ensuing experiences reflect knowledgeable practices. As a good coach, you can help young female athletes find satisfaction in performance, and in their total growth and development as individuals in our society.

The National Federation of High School Activities Association. "The Development of Girls' Interscholastic Athletic Programs." School Activities, December 1967, p. 3.

Girls' programs vary from state to state and examples of interscholastic competition in each state are listed.

"The Future of Interscholastic Sports for Girls." Journal of Health, Physical Education, and Recreation, March 1968, p. 39.

The article believes that the future of interscholastic sports programs for girls will be determined by what women want to happen. Four crucial areas will determine the key to future successes: quality leadership; well defined guidelines, principles, and controls; educated administrators about competition for girls; and programs for each school and league.

The Minnesota State High School League. School Activities, October 1959, p. 46.

The article lists 12 reasons why so many nationally recognized organizations have taken definite stands against games of the all-star type. These include: (1) They do not provide basic skills needed for adult life, (2) They commercialize the amateur athlete, (3) They place a false emphasis on the place of athletics in our educational system.

Told, Francis. "Is the Sports Program Designed to Meet the Needs of Girls?" The Bulletin of NASSP, May 1960, p. 133.

The author discusses the types of recreational skills that should be used in girls' sports, and other related topics.

Vanderzwoog, Harold. "Sports Concepts." Journal of Health, Physical Education, and Recreation, March 1970, p. 35.

In this article the author defines many key words in athletics. Topics such as sportsmanship, sports appreciation, competition, physical fitness, etc., are also discussed.

Wray, J.A. "Costs of Secondary School Athletic Programs." School Management, November 1972, p. 26.

This study compares the costs of athletic programs in terms of school size, offerings and cost per pupil. Numbers of coaching assignments and salary increments are charted. The summary poses questions of values based on the data.

CLUBS

Applegate, Malcom W. "Supervising Student Photographers." School Activities, January 1965, p. 13.

At the author's school, students handle all photographic services for both the paper and the yearbook. Since these publications depend on the students, the author enforces two rules: (1) no missing, (2) no shoddy work.

Birkmaier, Emma Marie. German Club Manual. The Thrift Press, 1949.

This pamphlet covers the basic beginnings of a club, the constitution, and programs that the club can sponsor.

"Challenge to the Gifted." The Mathematics Teacher, October 1955, p. 434.

The article deals with a mathematics teacher who, on his free period, offered a special class which enrolled some very brilliant students whom he felt needed a challenge. It allowed these students to do work on college and even graduate levels.

Dunn, Marie F. "The See and Hear Club of Cooley High School." School Activities, November 1964, p. 70.

The See and Hear Club is an audio-visual organization whose most important function is the ordering, showing, and returning of films. In addition to its contributing valuable services to the school, the club also provides opportunities for developing high standards of responsibility and cooperation among its members.

Eastman Kodak Company. "The Photography Club and the School." School Activities, November 1958, p. 103.

Eastman Kodak advocates a school photography club. They rationalize the need for photography clubs on the basis that they are just as beneficial and interesting to students as other clubs in the third curriculum.

Eastman Kodak Company. "The Photography Club Needs Many Helps." School Activities, April 1959, p. 262.

This is a technical article dealing with the physical needs of a good photography club. Eastman supplies many suggestions for economizing on supplies and they also suggest what to look for in good equipment.

"Garfield Mathematics Club." The Mathematics Teacher. January 1952, p. 37.

This article deals with the organization and success of a mathematics club designed for students who had a keen interest in mathematics. Each student selected a topic of interest and at some meeting during the year reported his findings. The club also includes recreational activities, and guest speakers are often invited.

Gillespie, G.A. "Q: How Do You Handle Book Worms? A: Use a Club!" Minnesota Journal of Education, February 1969, p. 26.

The 23 book clubs at Cloquet High School are different from the many extracurricular activities offered to the high school student. The club begins with ninth graders; members are limited to only those who want to join; meetings are held in the homes of the faculty advisers or group members; and paperback books are purchased by the students.

Granito, Delores. "What To Do in a Mathematics Club." The Mathematics Teacher, January 1964, p. 35.

This article deals with the success story of a mathematics club which was organized for fun. Interesting problems, puzzles, games, and other activities that had been used successfully in mathematics clubs at 5th-8th grade level were well received by all types of students.

Irwin, Virginia. "A Positive Way With Negatives." School Activities, November 1969, p. 83.

This journalism teacher in DeSoto, Missouri started a school photography club through the help of her husband, a photography expert. She set up the club and her husband handled all the professional obligations. She cites many advantages of this arrangement.

Kaiser, Winifred C. "I Am Working Towards a Photography Club." School Activities, March 1963, p. 206.

The beauty of Alaska and the abundance of cameras in her school led this teacher to start a photography club. Her article is written as if she were writing a proposal for the school board. Her total budget will be \$175.00.

Kimsey, Marilyn. "A Business Club in the High School." School Activities, April 1963, p. 247.

The article describes a business club and how it is organized. It lists objectives of a business club, basic principles of club organization, membership, and requirements.

Kuppel, Homer. "Student Tutors for Floundering Classmates." Student Activities, April 1964, p. 255.

The Key Club is a group of top male students who assist students who have fallen behind in their studies because of lack of time, talent, or trouble. The program has had tremendous impact. As teachers and counselors realize the value of student-to-student tutoring, and as the students lose their inhibitions about seeking aid, the tutoring should become even more successful.

Mackenzie, E.G. "The Builder of an Enquiring Mind." The Mathematics Teacher, February 1955, p. 109.

This article deals with some of the ways in which the mathematics club can be used to lead interested students to seek out new information and interrelate mathematics with other subjects.

"A Mathematics Club for the Able." The Mathematics Teacher, January 1953, p. 43.

The author describes the organization of a mathematics club. Its objective is to inspire and identify gifted students at an early age so they will become interested in mathematics.

"Mathematics In School and Out." The Mathematics Teacher, February 1952, p. 136.

The article discusses a mathematics club that was organized to stimulate interest in mathematics. A well planned exhibit and an assembly program aided in achieving this objective.

Matteson, G., and Carlson, D. "Factors Affecting Participating in State FFA Activities." The Agriculture Education Magazine, October 1972, p. 94.

In assessing depth and level of participation by local FFA groups in state functions, the author compares such factors as years of experience of the instructor, teacher turnover, school location and administrative interest. Recommendations for maintaining a high level of participation are provided.

Millan, Charles. "A Functional Camera Club." School Activities, December 1964, p. 22.

At this teacher's school, the nearly defunct camera club was merged with the library A/V service, and students in the club were used to help produce needed media for school use. Their skills and duties covered a wide range, from production for class use to publicity for the school.

Muehlberg, J. "Archery Interest Expanding at High School Level." Athletic Journal, June 1972, p. 32.

This is a preview of the expected growth of this sport, its appeal and applicability to school activity and sports programs, and a guide to the purchase of equipment for high school use, including price lists. Recommendations are given for range design, targets, clinics, and club affiliation.

Schmidt, Ervin H. "Problems in School Photography." School Activities, March 1967, p. 20.

This article deals primarily with the emotional and professional pressures exerted on any photographer looking for a "bread and butter" picture. The author encourages the photography club sponsor to anticipate problems so he can give guidance to amateurs before they confront similar problems.

Schmidt, Ervin H. "Organizing School Photography Services." School Activities, December 1964, p. 18.

The author lists 14 considerations a photography sponsor should keep in mind. Among the considerations are that a photography club should have an abundance of supplies and that surplus buying should be used whenever possible. A primary philosophy Schmidt reiterates throughout the article is that good photography makes a difference in how a community sees and understands a school.

Schmidt, Ervin H. "A Teacher's Portfolio of School Pictures." School Activities, December 1964, p. 14.

This article is a pictorial collection of Schmidt's school photographs. He has captured the moods and excitement teachers notice; for instance, the boredom of an assembly, the excitement of small children all wrapped up in learning, and teachers joking in the lounge with an anaconda.

Sleeman, Phillip J. "Teaching Photographic Composition: A New Technique." School Activities, December 1964, p. 7.

This is a technical article on teaching photography to would-be photographers. In the past, teachers and sponsors failed in teaching composition because they used a chalkboard. The author suggests using projectors, and proceeds to illustrate the basic concepts of composition with photographs he's used. He also has a discussion of the old standards of composition and how they may be applied very effectively using newer projection equipment.

Smith, Julian W. "Program, Facilities and Leadership for Outdoor Education." The Bulletin of NASSP, May 1960, p. 159.

The author discusses hunting, camping, and other outdoor sports and how they can be incorporated into the school program.

"Special Classes and a Dual Mathematics Club in Shortridge High School." The Mathematics Teacher, February 1952, p. 132.

This article deals with a two-fold mathematics program and a dual mathematics club. The technical class was organized for boys whose vocational aspirations were of a technical nature. Algebra IV is a course designed for college bound students. The dual mathematics club is designed in such a way that any student is eligible for membership in the Hi-Pi Club but the regular mathematics club is restrictive to students with a B average and enrolled in Geometry II or above.

Steiner, Richard L. "I'm Going to Sponsor the Science Club." The American Biology Teacher, October 1968, p. 655.

Advice is given on how to start a science club. Two types of programs are outlined, and the potential sponsor is shown how he can generate interest in a science club during his classroom periods.

Trembecki, Raymond F. "An Instructional Photography Center." School Activities, December 1964, p. 24.

This article approaches photography as a regular curricular course. The author describes the darkroom facilities and the lightroom activities he has used in teaching a photography class.

Tyer, Gary. "A Student's Portfolio of School Pictures." School Activities, December 1964, p. 12.

This article is a collection of a high school student's better school photographs. They illustrate that he has a good understanding of proper exposure, composition, and other basic photographic skills, and it is evident that the students in the pictures are relaxed.

Williams, A.J. "Organizing a Mathematics Club." The Mathematics Teacher, February 1956, p. 149.

This success story of how a new teacher organized a mathematics club contains a description of the club procedures, objectives, scheduling of meetings, activities, and social events of the club. She emphasizes student involvement and decision making.

MUSIC RELATED

Bar, Clyde M. "The Making of a World Champion." The School Musician, December 1971, p. 42.

The preparation of the Carlisle (Penn.) High School Band for the World Music Festival Competition in Holland and the band's participation in the festival made the band into a community band of which the whole town was proud. The rewarding experiences of the band members are described in this article.

Berg, Sidney. "The Value of All-City Music Programs." The School Musician, January 1970, p. 52.

As the music director of a school system in a large city, the author was bothered by the problem of small audiences for the good programs presented by various school music groups. The answer he found was an all-city program. He discusses problems and their solutions in organizing and holding the concerts.

Campbell, David. "Justification for Marching Band." Instrumentalist, December 1970, p. 34.

The writer justifies the marching band as an extra-musical experience. He believes there are educational experiences in the marching band even though they may not be musical educational experiences. In his opinion, musical alternatives ought to be offered to students.

Campbell, Charles F., Jr. "Marching Band Contests and Shows - What Do You Think?" Instrumentalist, September 1970, p. 38; October 1970, p. 32; November 1970, p. 34; December 1970, p. 38.

This is a four-part article in which the author interviews four university band directors. The directors answer questions about marching contests and shows, and two of them add additional comments on the quality of marching drills.

Douglas, James M. "Use Your Band for Public Relations." The School Musician, April 1971, p. 58.

This author believes that to sell the music program as part of the curriculum, the band should appear before the public in as many interesting and well-rehearsed performances as possible. The role of the marching band, the stage band, and the concert band in the music program is presented.

Fears, Emery L. "Organizing the Band and Orchestra Festival." Instrumentalist, November 1971, p. 54.

This article features a basic plan for organizing a festival. A checklist of operational procedures is provided, and several alternatives for concluding the festival are suggested.

Forbes, John M. "Charley--The I-Hate-To-March Band Director." Instrumentalist, November 1970, p. 30.

This amusing article explains the importance of the marching band to the total music program, what can be accomplished through the marching band, and the attitude of the band director.

Glenn, Neal E.; McBride, William B; and Wilson, George H. Secondary School Music, 1970, p. 212.

The chapter "Guidelines for Public Performances," discusses the aims and objectives of a public performance, the qualities of a successful concert program, and the concert and community relations. Chapter 12 is devoted to contests and festivals and their philosophy and aims. Various kinds of festivals and contests are considered along with teacher attitude toward these.

Higgins, William. "Drill Teams and Dancing Groups with the Band." Instrumentalist, September 1971, p. 57.

Here are 10 practical suggestions for a well-functioning program for a drill team that is included as part of the half-time band show.

Hovey, N. "Critical View of Today's School Bands." The School Musician, August 1972, p. 28.

The author praises the current state of development of school bands, including the emergence of standardized instrumentation. He offers suggestions of an organizational nature and discusses possible impediments to future development. Other topics include public relations, percentage of participation, dropouts, rock and jazz, and expanded offerings.

Hudadoff, Igor. "Festival Auditions - For What Purpose?" Instrumentalist, June 1970, p. 42.

The author discusses the value of auditions for bands composed of players from various schools. His opinion is that current practices leave much to be desired, and he makes two suggestions for improvement.

Jaeger, Don. "The Solo Contest - A Self Analysis." The School Musician, June 1969, p. 20.

The author takes a look at the responsibilities which should be considered as a music director helps students prepare for solo contests. The teacher must help the student develop the proper attitudes during preparation and toward performance. Too many demands should not be made on the students' technical and musical abilities. Music chosen should reflect the students' abilities and physical development.

Kruth, Edwin. "Adjudication and the Music Festival." Instrumentalist, January 1970, p. 48.

The success or failure of any festival rests squarely on the shoulders of the adjudicators. The author discusses what he believes good adjudicators should do in judging and reporting their criticism.

Larkin, J.V. "Put a Little Pep in Your Band Program." Music Educators Journal, November 1972, p. 66.

The author discusses the concept of the "pep band" which is frequently heard at basketball games and similar functions where the full marching band is not usable. Recommendations are made for instrumentation, number of players, applicability, and student selection.

Lawler, Vanett, and Gary, Charles. "Music: What Place in the Secondary School Program?" The Bulletin of NASSP, October 1964, p. 25.

As the title suggests, this is a discussion of the place of music in the secondary program. The article considers such questions as: what is the role of performance?, what are the values of music assemblies?, and why have interscholastic music activities?

Lawrence, Paul. "Teach Marching Band Shows with Tape-Recorded Music." Instrumentalist, September 1969, p. 40.

This article presents a solution to the problem of learning to drill and play music at the same time. Specific instructions for using a tape recorder to practice for the show are provided.

Lefever, Maxine. "Hair!" Instrumentalist, October 1970, p. 49.

The author raises the question whether band directors have the right to expect uniformity of appearance in the members of the band. She feels they do have this right and recounts the outcomes of such standards she has experienced.

McManus, John C. "The Band - A Focus for the Future." The School Musician, May 1969, p. 54.

This is a description of a new curriculum design for music. In this curriculum such extracurricular activities of the band as football game half-time shows and pep band are deemphasized. The students are encouraged to experiment with sound. A laboratory type of approach is used with many activities.

Music Educators National Conference. The Organization and Management of Interscholastic Music Activities, National Interscholastic Music Activities Commission, 1963.

As the title suggests, this publication provides guidelines and procedures for carrying on interscholastic music activities. The latest accepted procedures were included at the time of publication, and the philosophy behind these activities is explained.

Petty, Earl. "Contest: Educational? Musical?" The School Musician, November 1970, p. 47.

The author raises the question, "Do contests aid in the musical education of students?" He suggests that memorization is not necessary, that students could be required to learn several solos instead of one, and that judges could provide helpful criticism. He concludes that reevaluation must continue constantly so that the educational system will continue to serve its purpose.

Russel, Leslie. "Presenting the School Concert." Music in Education, September-October 1969, p. 248.

This is a list of seven practical suggestions for planning and presenting a school music group in concert.

Siebert, Paul. "Band in Concert Environments." Instrumentalist, June 1970, p. 29.

The author is concerned with the position of the concert as part of the band program. He suggests ideas to improve the position and get the concert more favorably considered as part of the music program.

Simmons, J.A. "Band for All?" The School Musician, November 1969, p. 50.

Better than average or superior students should not be the only ones allowed in a band program, but it should be opened to the entire school body. Cocurricular activities should be looked upon as broadening experiences, not rewards for academic achievement.

Sizemore, Eric L. "What Are My Goals?" The School Musician, June 1969, p. 50.

A band director's reflections on his goals as a band director are presented in this article. Some of the possibilities for goals and attitudes toward their accomplishment are discussed.

Sunderman, Norman A. "Planning a Drill Show." Instrumentalist, September 1971, p. 51.

This paper outlines the steps and details for planning a drill show by the marching band.

The Music Curriculum in Secondary Schools, Washington, D.C.: Music Educators National Conference, 1959.

This is a handbook for the music programs of secondary schools. It discusses every phase of the music program in a question and answer format. The appendix includes valuable information over a wide range of subjects relating to effective music programs that were adopted by the North Central Association of Colleges and Secondary Schools in 1957.

Thomas, M. "Let's Form a National Flute Club." The School Musician, November 1972, p. 44.

This brief review of the activities of various flute players' associations throughout the country stresses the need for a national affiliation, such as other instrumentalists have formed, and proposes the first annual Flute Congress for summer of 1973.

Turner, Jacquelin C. "A 'Dream' of a Band Trip, The Festival of States." The School Musician, November 1968, p. 64.

The philosophy and events of the Festival of States in St. Petersburg, Florida, are described in this article. It also discusses the benefits to the participating band members.

Williams, Arthur L. "How to Prepare for Contests." The School Musician, November 1970, p. 62.

The author lists 28 suggestions for the high school band director in preparing for contests. The suggestions cover making a decision to enter a contest, preparing for the contest, participation at the contest, and evaluation after the contest.

Wright, Al. "The Marching-Band Evolution." Instrumentalist, August 1970, p. 25.

As the name suggests, this article traces the history of the marching band from a military band of the forties to the show band of today. The author predicts that the marching band will continue to increase its musical ability. He also considers the future of marching bands.

PUBLICATIONS

Bailey, John, and Ward, Paul. "Student Handbooks: Practices and Procedures." Clearing House, February 1968, p. 329.

The authors collected student handbooks from high schools throughout the country and surveyed the attitudes of 532 sophomores toward their school's handbook. The survey revealed that students preferred information about class schedules, course offerings, the demerit system, school maps, clubs, and student activities. The authors recommend that students be involved in the formulation of the school handbook.

Bixler, F.M. "What Is a Good High School Newspaper?" English Journal, January 1970, p. 119.

Many facets are compiled to make a good school newspaper even better.

(1) A paper must be attractive and beckon the reader with: simple makeup, compatible headline type faces in sizes proportionate to the length of the articles, and sharp close up action pictures, (2) It must be well written with concise sentences, colorful leads, and contain on-the-spot coverage of sports events, human interest, and provocative editorials which compel the reader to continue reading, (3) It must be creative, especially in photos and subject matter, which must be imaginative in scope and originality, (4) Newspapers must be influential.

Campbell, Laurence. "Publishing School Newspapers Develops Leadership." School Activities, January 1954, p. 155.

There are eight areas in which school newspapers exert influence: school life, non-school affairs, critical guidance, educational guidance, vocational guidance, military guidance, personal guidance, and special events.

Click, J.W. "Purposes and Values of Yearbook Advertising." School Activities, May 1967, p. 13.

The basic purposes and values of yearbook advertising are: (1) educational, (2) business investment for merchants, (3) source of income, (4) school-community relations. These four basic purposes or values, when approached in a business-like manner, provide a healthy business climate in which the yearbook can operate, a valuable advertising medium for local merchants, a good source of income for the yearbook, and a better relationship between the community and the school in addition to the educational values the students derive.

Cullen, M.R. "The School Newspaper as an Instrument of School - Community Relations." High School Journal, May 1968, p. 370.

School newspapers contain a variety of articles and stories which deal with school problems and practices, many which would not ordinarily be published in local commercial newspapers. The school newspaper gives the community an opportunity to learn more about the school.

Deal, E.M. "Responsible Freedom for the Secondary School Press." English Journal, October 1971, p. 960.

The way to deter the underground paper is to encourage constructive criticism on the part of student journalists. The author discusses developing a code of ethics. Faculty advisers of all senior and junior high school newspapers and student editors met together and developed a code which dealt with responsibilities, freedom, and restrictions of a school newspaper.

Divoky, D. "The Underground or Independent High School Press." Catholic School Journal, February 1970, p. 164.

Since schools do not provide a platform for students' outrage, students have been forced to start underground papers. Students who write in these papers come from typical American homes in suburbs, cities, and rural areas, and their ideology runs from polite liberalism to revolutionary dogma. The writings represent their reactions to the most characteristic aspects of the culture today.

Einsiedler, E. "How Free Should the High School Press Be?" Today's Education, September 1969, p. 52.

The article brings out varying viewpoints on censorship from six different underground papers. It is felt that the less censorship put on these papers, the better the papers will be. Students must get credit for their abilities.

Estrin, Herman A. "The Adviser Talks to His Editor." School Activities, January 1959, p. 146.

The author gives 10 guidelines to help the editors improve the newspaper. Some of them are: be ethical and professional; evaluate your work and that of your staff; read professional magazines, articles and texts pertaining to journalism; enter journalism contests; and maintain a liaison with the faculty administration and students.

Estrin, Herman A. "A Standard Operating Procedure for Newspaper Staffs." School Activities, May 1958, p. 273.

The author presents a set of procedures which may help an enlightened staff which has the definite goal to produce a superior newspaper.

Everett, Feaser. "The Values of the School Newspaper to the School and Its Community." School Activities, December 1962, p. 119.

This is a penetrating presentation which deals with the newspaper's influence on the community. The author describes how the newspaper contributes to the life of the school and what it does for the students who work on it.

Frederic, Windoes. "Student Handbooks." The Clearing House, January 1964, p. 283.

The author made a study of the student handbook in 80 schools through questionnaires and by soliciting a copy of the handbook in each school. The study indicated that this manual is subject to many variations in terms of preparation, format, and financing. In many schools the handbook is a project of the student council and is an integral part of the new student's orientation. The most common means of financing it is via the general budget at no direct cost to the student.

Gilbert, Clark R. "As the Editor Sees It." School Activities, December 1964, p. 2.

The author calls for creativity to avert uniformity and monotony of education. His contention is that the only creativity a person sees in a modern high school is newspaper and yearbook photography.

Gorton, R.A. "Student Activism in the High School: The Underground Newspaper and Student Dress and Appearance." High School Journal, April 1970, p. 411.

Growth of underground newspapers is an expression of student activism and about 1000 of them currently exist. They often contain articles dealing with issues of free speech, Vietnam, and civil rights, and will sometimes contain well-written essays or poetry. They are often quite critical of the administration and of certain teachers. In most cases underground newspaper can be incorporated into the regular school paper if the administrator or teacher is willing to accept criticisms and work with the editors to guide students' writing into more constructive channels.

Halling, Sr. M. Dominic. "Try a Class Newspaper." Catholic School Journal, February 1969, p. 22.

The author is a proponent of a junior high school newspaper. It stimulates curiosity and can be a class project with all decisions, articles, and pictures produced entirely by the students.

"High School Students Are Rushing into Print - and Court." Nations Schools, January 1969, p. 30.

With the emergence of the underground paper in the high schools, some new guidelines are coming into view. The article states the student press should be considered a learning device. Its pages should not be looked upon as an official image of the school, always required to present a polished appearance to the world. Learning effectively proceeds through trial and error, and as much may be gained from reactions to a poor article or a tasteless publication as from the traditional pieces, groomed carefully for external publication.

Karner, Erwin F. "The Club Reporter." Student Activities, February 1957, p. 176.

This article discusses the importance of the club reporter to both the club and the school newspaper. The reporter should be chosen for his interest in journalism.

Karner, Erwin F. "Staff Morale Is the Key to a Top Rated Newspaper." School Activities, January 1958, p. 154.

Tradition, experience, and leadership contribute materially to staff morale which is essential to the production of an outstanding school publication.

Karner, Erwin F. "Dramatic Productions and the School Paper." School Activities, December 1957, p. 119.

Student journalists acquire much experience covering the activities involved in the production of a play: interviewing, writing, research, and photography.

Karner, Erwin F. "Faculty News in the Student Newspaper." School Activities, April 1958, p. 243.

An outstanding medium of public relations is the school newspaper. It should promote community interest, help assure financial support and create good will. The editors should see that important news concerning the faculty members is also printed in the newspaper.

Karner, Erwin F. "Pictures Add the Finishing Touch from Any Angle." School Activities, October 1957, p. 47.

Photography is seen through its contributions to a newspaper. A good school paper must have an experienced student photographer, who should be readily available, have good equipment, and be on assignment to all school activities. The author believes that pictures are the biggest asset to any paper.

Kingsbury, Orissa. "Today's Yearbook--A Powerful Force in Public Relations." The Bulletin of NASSP, September 1961, p. 141.

The author gives some specific instances where the yearbook became a powerful force in public relations. She also gives 12 suggestions for setting up a yearbook and for its successful operation.

Mencher, Melvin. "The Campus Newspaper: PR Arm or Laboratory of Life." Phi Delta Kappan, January 1965, p. 216.

The author shows that properly operated student newspapers can provide enormously stimulating learning experiences.

Milton, Tarlow. "The Three P's of School Publications." School Activities, May 1952, p. 278.

Three yardsticks that should be applied before a publication is launched and then constantly re-applied during its publication are:

- (1) Prospectus - for determining what we have to work with,
- (2) Purpose - for determining what we want to do,
- (3) Policy - for determining how we want to do it.

"New Respectability for Underground Newspapers." Nations' Schools, September 1969, p. 43.

This article deals with the underground newspaper which is now being accepted by more teachers and administrators. Accepting the fact that students are determined to criticize, faculties have developed tough skins and sensitive guidelines and are turning a former nightmare for many schoolmen into an acceptable outlet for student dissent.

Peterson, Marilyn. "Setting up the Yearbook in a New School." School Activities, May 1967, p. 6.

The eight steps in setting up the yearbook are:

- (1) Organizing the staff, both editorial and business;
- (2) Selecting the staff criteria includes A-B academic standard;
- (3) Selecting an advisor;
- (4) Selecting the size of the yearbook;
- (5) Advertising;
- (6) Organizing the content photographs;
- (7) Selecting the publishing company; and
- (8) Preparing the yearbook itself.

"Problem: Student Editor Charges Unfair Censorship." School Management, December 1969, p. 14.

Situation: Protesting students accused the principal of unfair censorship of their newspaper when, in fact, the faculty advisor of the newspaper was the one who vetoed coverage of the protest. Solutions range from a compromise of partial coverage to a meeting to discuss the why's of the school's stand. The author suggests a more flexible position be taken next time by the faculty advisor.

Reichley, Robert A. "Student Publications: Are They Worth It?" The Bulletin of NASSP, October 1964, p. 17.

The author discusses the attitudes, philosophy, and influence of student publications and deals with the status of student publications within the school.

Rose, F.L. "Building That Yearbook." The Bulletin of NASSP, November 1958, p. 191.

This article discusses the management and advisement problems that may develop in directing a school yearbook.

Rotholtz, Adelyn M. "A Newspaper By and For Home Bound Students." School Activities, January 1963, p. 141.

In many school districts there are students who, for various reasons, are home bound and yet able to carry on their regular school work through special visiting teachers. One of the extracurricular activities these students can carry on is the newspaper. The author gives a detailed description how.

Story, M.L. "Humor in School Publications." School Activities, January 1958, p. 155.

School publications should feature curricular, extracurricular, editorial, statistics, humor, exchange items, society, and appropriate pictures. The importance of jokes, cartoons, and odd witticisms in a school publications is emphasized.

Sullivan, R. "Let Them Write - Responsibly." The Education Digest, January 1969, p. 50.

This article deals with the question, "Will today's school administrators permit high school students the degree of press freedom necessary for a responsible editorial approach?" Basically, the question is one of trusting the adviser of the newspaper. Any adviser for a high school newspaper should have the right to read at least the more controversial copy before publication and he should be aware of the basic elements of libel, the canons of good taste, and the maximum degree of press freedom that can be accorded to students.

Sullivan, R.J. "The Overrated Threat." The Bulletin of NASSP, September 1969, p. 36.

This article talks about underground newspapers and how they may well be the most overrated threat to an existing order. Sullivan advocates freedom of speech for minors. He realizes, however, that libel and obscenity should be avoided. He believes that a rational, logical, and understanding approach to the critical student's desire to express himself can result in rapprochement.

Stroud, Harold. "The Picture Comes First in Yearbook Production." School Activities, December 1964, p. 6.

Stroud sees a photography course merely as a way to enhance yearbook pictures. A photography sponsor should let an amateur photographer shoot as much film as possible and decide which prints of his to use in the yearbook layout.

Aggert, O.J. "The Case for the Speech Festival." Contemporary Education, October 1969, p. 42.

Traditionally, the contest is the established mode of speech activities in the schools, but it has never been subjected to critical examination. The writer feels speech contests are inconsistent with speech education because when evaluation and critiquing replace the win/loss situation, no one loses and everyone gains. He proposed that the Festival would be a plausible solution.

Arnold, William E. "Student Outside of Class Projects." Speech Teacher, November 1968, p. 336.

The author believes the basic speech class activities should be expanded outside the classroom. He lists several projects that can be done outside school time, such as: study of spectator communication in athletic situations, study of the intra-campus meaning of slang terms, and study of communication by pre-school children. His students agree that this kind of assignment is one of the most valuable aspects of the basic course.

Atkins, Keith E. "The Status of Extra-Curricular High School Speech in 32 States." Speech Teacher, November 1971, p. 284.

This article is a summary of a survey based on school participation in extracurricular activities in 32 states. The most significant findings were: (1) cross-examination debate is more popular than competitive debate; (2) most states closely follow general athletic requirements for age, distance of travel, and others; (3) most state speech programs are administered by a high school activities association; and, (4) the high school sponsored invitational debate and forensic contests are the most popular kinds of school participation.

Bedford, Harry. "The Theater of the String Puppet." School Arts, April 1965, p. 25.

The author points out that string puppets offer challenge, fun, and possible profit. This activity offers opportunity for all levels of ability and talent; involves fundamental problems of working with others; and, is not expensive.

Benson, Alan W. "The Dramatic Director and Reader's Theatre: Blessing or Curse?" Speech Teacher, November 1968, p. 328.

The author points out the pros and cons of Reader's Theater. The problems lie in areas of script editing, creation of several characters by one reader, and stage props consisting only of stool and stand which can become static and boring. However, Reader's Theater needs few facilities; any form of literature can be presented, and focus is audience-centered rather than stage-centered.

Bowen, Elbert R. "A Baker's Dozen for the Interpretative Reader." Speech Teacher, November 1966, p. 276.

The author gives and elaborates on what he calls the "Baker's Dozen" list of criteria for judging interpretative readings. The 13 items for judging interpretative events are: selection, consideration, introduction, investigation, familiarization, visualization, phonation, diction, projection, animation, attention, suggestion, and communication.

Brock, Harold A. "New Priorities in Oral Interpretation." Speech Teacher, January 1971, p. 71.

The writer points out that for an interpretative performance to be successful, the reader must put priorities on the audience and not on himself. His task is to get the listener to enjoy literary works of art and he must remember that the primary roles are played by the literary work and the hearers--the interpreter plays a secondary role.

Burger, Isabel. "Creative Dramatics--an Educational Tool." Instructor, September 1963, p. 133.

The author suggests techniques for teaching creative dramatics, such as pantomime and conversation. She justifies creative dramatics in nine ways which include: (1) sharpens ability to concentrate and imagine, (2) provides healthy channel for emotional release, (3) teaches students to participate in group activities.

Chambers, Lockett. "Discourse of a 'Sometimes' Play Director." School Activities, February 1963, p. 171.

The writer humorously discusses the "headaches" drama coaches encounter. Common problems are: (1) students missing rehearsals for other activities, (2) actors not memorizing lines according to schedule, (3) difficulty in locating props, (4) the director's other responsibilities that continue during play rehearsals.

Casey, William J. "Preparing for Individual Speech Events." School Activities, October 1968, p. 17.

The author defines the various kinds of entries in speech contests and makes suggestions for preparing the various kinds of speeches. The author discusses oratory, extemporaneous speaking, interpretative reading, after-dinner speaking, radio speaking, and debate.

Dixon, Harold. "Promoting High School Debate." School Activities, October 1966, p. 4.

The writer suggests eight ways to promote the school's debate program: (1) written announcements to be read in the classroom, (2) bulletin board announcements posted on the school's central board (3) posters placed

throughout the school, (4) school newspaper, (5) announcements read over the PA system, (6) debate scheduled before an assembly, (7) debate held before community groups, and (8) debate newsletter sent to members during summer break.

Farley, Cecelia. "Let's Start a Dramatics Club." School Activities, April 1962, p. 231.

The author submits a well-organized schedule for organizing a new club. She suggests avid advertising, being armed with ideas for the first meeting, allowing students to help make decisions about how often to meet, and including parents on committees and inviting them to meetings. She also presents ideas for the club's first play.

Fisher, Sally. "That Boy Who Won the Balloon Debate." NEA Journal, March 1967, p. 32.

The article is written by a mother who was anxious for her son to develop better speech habits. He won the "Balloon Debate." (Several people are in a balloon, but there is only one parachute. Who should be saved? The boy pretended to be a white rhino that should be saved because white rhinos are becoming extinct.) The mother writes "The improvement in our son's speech and manners as a result of speech activities convinced us of the value of early exposure to public speaking."

Graves, Robert D. "A Justification of Debate in High School." School Activities, September 1960, p. 17.

The author believes debate is an exciting, vital activity and gives eight reasons why schools should have debate clubs. Some of his reasons are: (1) the student learns to argue effectively in a controlled manner, (2) he learns to think on his feet before people, (3) he becomes acquainted with the issues of the day.

Gray, A. Irene. "High School Students Produce Children's Theatre." Speech Teacher, September 1966, p. 207.

This article summarizes the activities of a high school Thespean troupe that directed and produced a children's play. They were responsible for initial planning and activities, directing, advertising, tickets. The experiment proved that high school students can produce good children's theater as a part of a worthwhile learning experience.

Griffith, Francis. "The Ideal Speech Program in the Secondary School." Speech Teacher, January 1963, p. 34.

A good speech program reaches all students and develops skills in listening, ability to speak before an audience, enunciating, developing speech decorum in social situations. The program must include extracurricular activities with enthusiastic sponsors.

Gunther, Robert, and Pugliesi, Rudolph. "Videotape at a Drama Festival." Audiovisual Instruction, December 1968, p. 1132.

This article emphasizes the value of videotape at drama events. Playback sessions bring "traumatic" reactions from students who see themselves in action for the first time. But, they agree they gain more insights into problems such as blocking and gesturing. This kind of evaluation provides more possibilities for objectivity and self-education.

Hensley, Wayne, and Strather, David. "Success in Debate." Speech Teacher, November 1968, p. 253.

A study was done to examine the presumption that male debaters are superior to female debaters. The study, based on 1,275 debates, found that if a debate team is composed of two males and two females, there seems to be no difference in the probability of winning or losing a debate.

Klopf, Donald W., and Lahmann, Carroll P. Coaching and Directing Forensics. Skokie, Ill.: National Textbook Corporation, 1967.

This book is designed for use by forensic coaches and details procedures relative to the management of speech meets, techniques for coaching debate and individual speech events, and includes a section on evaluating and judging speech contests. Additionally, the first sections of the book deal with the general nature of forensic programs and contain pointers on how to successfully direct a forensic program.

Kuykendall, Radford B. "Oral Interpretation and Reader's Theater." The Bulletin of NASSP, December 1970, p. 86.

The author builds a case for oral interpretation and points out that it contributes to better reading comprehension and helps develop better voice and articulation. Reader's Theater is a good activity for the handicapped, for students who "don't look the part" for a school play, and for those who have grown rapidly and are awkward and lack poise.

Lewis, George L. "Creative Dramatics: Problems and Processes." The Central States Speech Journal, Spring 1972, p. 18.

This article explores some of the materials and techniques used to stimulate creative dramatics in high schools. The author dwells on dramatizing familiar stories and getting students to be creative in working with stories, plays, scripts, and dialogues.

Lilienthal, Nathan. "The Case for Debate." School Activities, April 1962, p. 241.

The author lists advantages of student debate: (1) increases understanding of terms and obtaining more information (2) develops a research attitude (3) increases ability to retain knowledge (4) increases critical thinking and reasoning discourse (5) increases familiarity with important issues of the day.

Marcus, R. "Teenage Drama Workshop." The Bulletin of NASSP, March 1970, p. 150.

Simi Valley conducted a drama workshop run by 200 junior and senior high school students for 3,000 elementary students. It utilized local school facilities and staff, and innovated traditional summer school programming to meet the need for broad student participation in the creative art. The goal was to expose the maximum number of students at all levels to the world of the theater and to the imaginative creative domain behind it.

Morrison, Jack S. "Building Tomorrow's Audience." American Education, October 1965, p. 24.

Drama is important to the child because it develops him fully as a whole person and he becomes more observant of his fellow man. Sadly, drama is often omitted in school systems because teachers aren't trained to teach it. Children need to improvise, write spontaneous dialogue, and design stage sets.

Murphy, Patrick. "Creativity, Improvisation, and the Actor." Quarterly Journal of Speech, October 1971, p. 284.

Improvisation is an important technique in the theater, and through its use, actors can more creatively handle their roles.

Price, F.C. "Didsbury's Double-edged Experiment Pays Off." Times Educational Supplement, November 7, 1969, p. 62.

Children's Theatre Club was begun by the Didsbury College of Education. It is experimental theater designed to create an environment in which children might move and express themselves freely, using and developing their imaginations and powers of creativity.

"Resource Materials." Speech Teacher, March 1969, p. 166.

This article deals with the activities of the state speech associations. One of the 13 associations described is Alabama. Three projects concerning oral communication in the elementary and secondary schools are underway. The first was to update the present speech curriculum syllabus for secondary schools and use it as a guide for a required course in oral communication. The second is for a course in creative oral communication that would be required for all elementary classroom trainees and the third was a funded course for secondary teachers in oral communication.

Santon, Frederick. "The Search for Intelligent Drama in Our High Schools." School Activities, December 1960, p. 107.

This article is a plea to drama coaches to select worthwhile plays for their drama groups. Because in many communities, high school is the student's only touch with drama, the school must give him something that will touch his sensitivity and imagination.

Sinzinger, Richard. "Speech Programs in Massachusetts High Schools."
Speech Teacher, September 1969, p. 213.

This article is a summary of a survey of 259 public high school speech programs. Most schools offer introductory courses, but the teachers are poorly trained. The most popular programs are drama and debate. More than half of the debate programs participate in interscholastic competition, but less than a third of the dramatic programs enter contests or festivals.

Wiksell, W.M. "Evaluating Programs." Speech Teacher, January 1969, p. 68

This article asks questions regarding the planning and evaluation of an extracurricular speech activity such as a contest or tournament. These criteria are as follows. In order to view the effectiveness of your program: (1) stay unbiased in the areas of personal tastes, (2) do not use the audience's reactions as a reference point for decisions, (3) do not judge attendance as a factor in determining program worth.

Evaluation of a program may be conducted through the use of committees, questionnaires, or person to person interviews.

STUDENT PARTICIPATION IN GOVERNANCE

Armstrong, Robert L. "Student Council: Whither Goest Thou?" The Clearing House, May 1970, p. 553.

Student council membership should be truly representative of the student body, and the general welfare of the student body should be the primary area of interest to the council. Where classroom interaction is more open and students are seeking more realistic answers to their questions, the concept of the student council must change to accommodate these trends and needs. Students must be heard and encouraged to act on their ideas and convictions, or else the entire structure of student government will be undermined and circumvented by forces that more fully meet students' perceived needs.

Armstrong, Robert L. "In Defense of Student Councils." The Clearing House, April 1965, p. 481.

The author wrote this article in answer to another which said that student councils' objectives are not measurable, the activities bear little relation to the objectives, the average council membership is not a fair representation of the student body, governmental autonomy is non-existent, and the practices of many council members are detrimental to good citizenship. Mr. Armstrong contends that the key to a successful council lies with the sponsor. With the proper sponsor, a student council can become a valuable learning situation and a significant and favorable influence.

Beavan, K.A. "Students Unite in City High Schools." Times Educational Supplement, April 4, 1969, p. 1086.

This article deals with the formation of councils to head off student demonstrations in New York. Each group will have five members, composed of students, parents, and faculty, and will have a say in curriculum changes, rights of assembly, discipline, and cafeteria policies. This, the author feels, would not have been necessary if the schools were more aware of their students and not so concerned with strict authoritarianism in the school system.

Burrows, Zenos. "The Student Council." School Activities, December 1962, p. 113.

Particular areas or phases of the student council are presented: purposes and values; where the council gets its authority; general organization; committees; council leadership; advisory board vs. student court; and the evaluation of the council.

Dixon, Fred. "Students Organize to Promote Citizenship." School Activities, May 1963, p. 259.

One of the major responsibilities of the student council is to promote good citizenship. Three ways are suggested: (1) Organize a standing committee on character and citizenship; (2) Arrange for each committee of the student council to do some work in citizenship; (3) Plan an all-school project on citizenship.

Emmerling, Frank C. "The Student Council--A Vehicle for Self-Improvement." The National Elementary Principal, May 1967, p. 67.

A student council in Georgia was revived to improve the student attitude toward the school. (1) It provided many leadership opportunities; (2) It helped many children learn to express ideas in small and large groups; (3) It involved the total school population in the decision-making process concerning activities affecting their welfare while at school; (4) It helped children understand the total school program, and it helped them develop a sense of responsibility for the overall program.

Erickson, Ralph. "Student Councils--When Can They Become Effective?" The Clearing House, April 1963, p. 495.

The idea that the student council is a disciplinary tool has changed in the past two or three generations, so that now it is recognized for its managerial qualities. Boys are more active in student councils than girls. Small schools in wealthier districts enlist more active participation. Student decision making is widest in those wealthy schools where many pupils are in council activities. The typical school provides less than \$1.00 per student for all student government activities. Evidence is that student councils have little power and little scope for their actions. While student government has much to offer the skillful administrator, the greatest potentialities seem to be ignored.

Frederick, Robert W. Student Activities in American Education. The Center for Applied Research in Education, Inc., 1965.

The author set forth these guidelines for student councils: (1) Fill very real and necessary functions, (2) Students and faculties must realize and appreciate services performed, (3) Representation must be total, truly representative and known by all, (4) Every student is a voting citizen of the school, (5) Every enrolled student is eligible for election, (6) Should be given power of decision in defined areas, (7) Should be given advisory roles in selected affairs, (8) Role of faculty advisor is guide and helper, (9) Should be most important and most general of all student groups.

Guide to Student Council Projects. Washington, D.C.: The National Association of Secondary School Principals, 1971.

More than 250 student council projects are detailed in this 76-page booklet. Each project was tested by a school, and the variety includes citizenship to fund raising to holiday activities.

Hardin, Achsah Alice. "How Should the Council Be Concerned with Discipline?" School Activities, May 1964, p. 271.

Student councils should be concerned with discipline by developing ideals of good citizenship and right living. If the students understand that they share ownership of their school, their morale will be high. Student councils should also promote the welfare of the school through character training and citizenship building.

Hayward, Robert R. "Maximum Results from Mini-courses." Today's Education, September 1969, p. 55.

Through the efforts of the student council in a high school in Massachusetts, a two-week schedule of classes that students wanted was tried. It was for seniors only who helped plan the curriculum. The mini-course program hastened reforms in the school that might have taken years to achieve.

Hickerson, Joan. "Student Council at Henry Clay High Makes Superior Programs Even Better." School Activities, January 1962, p. 135.

The student council of a high school in Lexington, Kentucky provides interesting activities to all students. Some of the projects have included sophomore orientation, a Civil Defense program, school beautification, an arts exchange program, an inter-school council, and motivation for higher grades.

Jacobson, Paul B.; Reavis, William C.; and Logsdon, James D. The Effective School Principal. New York, N.Y.: Prentice-Hall, 1963, p. 302.

Student participation should be introduced gradually and in a representative fashion. It may start with the homeroom organization or as a committee to handle a problem. If the homeroom is a unit of organization, complete representation is possible, which has been found to be the most frequent form of organization.

Jacoby, Susan. "What Happened When a High School Tried Self-Government." Saturday Review, April 1, 1972, p. 49.

A high school in Westport, Connecticut abolished its student council and established in its place the Governing Board. Student representatives are elected by students, teachers by the faculty, and administrators by

the administration. A 60% majority vote is required for a bill to be passed and a suspensive veto can be overridden by 75% majority of the board. The principal has an absolute veto that can be appealed only to the board of education. The Board is authorized to legislate in a wide variety of areas: curriculum, student-behavior codes, school-community relations, and extracurricular activities.

Joekel, Ron. "Improving Student Councils Through the Use of Video-Tape." School Activities, February 1969, p. 13.

The utilization of video-tape television equipment could be a valuable tool to assist in student council improvement. It is certainly one of the most exciting methods to thoroughly analyze the student council and to provide evaluation feedback.

Johnson, Edgar G., and Faunce, Roland C. Student Activities in Secondary Schools, New York, N.Y.: The Ronald Press Company, 1952, p. 54.

Some "do's and don'ts" for student councils: (1) avoid adult domination; (2) do not confuse democratic participation with anarchy; (3) remember that we learn to govern by governing; (4) take definite steps to gain the wholehearted support of the entire faculty for the goals of student participation; (5) remember that all students are citizens and should have an active part; (6) don't limit participation; (7) don't mimic the government patterns of other schools; (8) it will be helpful to develop a clearly-written statement of the goals, scope, and organization of your plan of student participation; (9) remember that we walk before we run.

Keith, Kent M. The Silent Revolution in the Seventies, Washington, D.C.: The National Association of Secondary School Principals, 1972.

This is a guide to the principles of leadership in student council activities from a philosophical standpoint, but it offers practical suggestions regarding what to do, how to do it, and why.

Kilzer, Louis R.; Stephenson, Harold H.; and Nordbert, H. Orville. Allied Activities in the Secondary School, New York, N.Y.: Harper and Brothers, 1956.

The two main objectives of student councils are: (1) to promote the general welfare of the school as a whole, and (2) to promote desirable citizenship. No school council should be established until the administration, teachers, and pupils are willing to do their part. Every school should have and develop its own constitution, and evaluate itself constantly.

McGuire, T. "Help Your Student Council Justify Its Existence." Journal of Secondary Education, April 1970, p. 152.

This article lists 10 activities which the author feels the student government should concern itself with. They are: (1) acts as a middle man between the student body and the administration - faculty - community; (2) represents the will of the student body; (3) takes an active stand on campus issues; (4) promotes student involvement in campus activities and issues; (5) appropriates student body finances; (6) incorporates campus clubs more closely into the student body; (7) coordinates student activities; (8) sets an example of behavior for the rest of the student body; (9) participates in rules of conduct; (10) participates in curriculum development.

McKown, Harry C. The Student Council, New York, N.Y.: McGraw-Hill Book Co., 1944.

This book begins with a history of student participation that led to the development of the student council. One of the main objectives is to offer a medium through which good citizenship can be developed. To be effective, the council should have a constitution that is workable and is constantly being evaluated.

Miklos, Mary O., and Miklos, Laszlo D. "Student Council: Useful or Useless?" The Education Digest, March 1971, p. 47.

The student council should be an educational experience rather than an administrative device, service organization, or self-government. Some areas are legally delegated to school authorities and the council should be made aware of them. With proper planning by school authorities, the student council can be a way to provide an opportunity to experience democracy in action, and thus become a useful, not useless, educational tool.

Miller, Franklin A.; Moyer, James; and Patrick, Robert. Planning Student Activities, New York, N.Y.: Prentice Hall, Inc., 1956.

This is a general text covering all aspects of extracurricular activities. Chapter seven is devoted to the role of the homeroom adviser--the qualities of a good adviser, as well as his duties and responsibilities. Suggestions are made for the adviser's self improvement.

Ovard, Glen F. Administration of the Changing Secondary School, New York, N.Y.: The Macmillan Company, 1966, p. 311.

Membership in the student council is normally determined by the provisions of the constitution. Generally, a student council member should have the following qualifications: (1) he should be a member of the school; (2) he should be a good citizen within the school; (3) he should be able to represent his fellow students and have their respect; (4) he should be able to work with other students, and (5) he should have qualities for leadership.

Perdew, Philip W. The American Secondary School in Action, Boston, Mass.: Allyn and Bacon, Inc., 1959, p. 164.

Student government includes elected class officers as well as representatives to the student council. Every school which has student government is confronted with the problem of determining just what responsibilities are appropriate for the student government to carry out. Too much or too little responsibility will lead to chaos on the one hand or to low morale on the other.

Reum, Earl. "A New Student Council for a New School." School Activities, May 1967, p. 3.

In setting up a new student council, the first thing to do is meet with the principal, adviser, other interested teachers, and administrators. Out of this meeting must come the educational philosophy which will guide the council. All students should be represented in the student council. The proposed constitution should be studied, revised, debated, discussed, and ratified.

Reum, Earl. "What's a Student Council?" School Activities, May 1966, p. 17.

Student Council is a group of elected citizens in a school who meet together regularly to promote citizenship, scholarship, leadership, human relations, and cultural values.

Rivlin, Harry N. Teaching Adolescents in Secondary Schools, New York, N.Y.: Appleton-Century-Crofts, Inc., 1961, p. 356.

Schools are often inconsistent in selecting problems to be referred to the students or to their elected representatives. Adolescent students are ordinarily not mature enough to understand human motivation, yet student courts are entrusted in many schools with the responsibility for dealing with all but the most serious violations of school discipline. Any school that maintains the outer forms of pupil self-government without giving elected student groups the opportunity to develop responsibility for self-government is unintentionally giving students an inadequate picture of how a democracy can operate.

The Student Council Handbook, Washington, D.C.: The National Association of Secondary School Principals, 1967.

Various authors have written essays on student councils--their purposes, organization, constitutions, election procedures, the adviser, activities and projects, finances, and public relations. Suggestions are made for increasing relevance. A history of the National Association of Student Councils is given.

Van Pool, Gerald M. "The Student Council." The Bulletin of the NASSP, October 1964, p. 42.

The article defines student council, its purpose, areas of influence, standards, and criteria for setting it up. It describes the sponsor's role in directing the council, and outlines faculty and administration responsibilities. The author states that the sponsor holds the key to success or failure of the council.

Wood, Donald I. The Status of the Student Council in American Secondary Schools, The University of Texas, 1963.

This is a study of the purposes of student councils, the activities they engage in and their organization. Included is a sampling of attitudes toward student councils by authorities in the field, principals and adviser. Recommendations for future development are made.

MISCELLANEOUS

Collins, D. "Providing Recognition for the Seldom Recognized." School Activities, May 1969, p. 17.

There are three ideas shared here for providing recognition: (1) "Personality of the Week" where the person chosen has his picture and personality data placed on the bulletin board; (2) a display of a person's hobby with the name of the person; (3) contests conducted at dances and parties--such as a prize for the "prettiest hat."

"Ethics and Student Tours." Today's Education, April 1969, p. 51.

Student tours abroad are becoming more popular all the time. This article mentions some of the pitfalls to avoid and lists three provisions of the Code of Ethics of the Education Profession. The provisions can be applied to tour promotion and tour conducting in cases when the teacher is working as an agent of a commercial company or where a commercial company is soliciting business from within the school.

Healey, William A. "Awards in High School Athletics." School Activities, January 1969, p. 10.

The article deals with the reasons for presenting awards, lists general requirements for the winning of awards in most schools, and gives several plans for evaluation.

Kinneck, B. Jo. "Are Commencements Obsolete?" Today's Education, May 1973, p. 42.

The author relates the response of several people to the question, "Are commencements obsolete?" Some felt the ceremonies were silly and others were overwhelmingly in favor of them. The author concludes that students should decide the nature of their commencement ceremony.

Koch, Dorothy C. "Class Trip." NEA Journal, April 1964, p. 17.

The various aspects of planning a class trip are detailed. Advisers should allow students, through committees, to do as much of the planning as possible. The qualities and responsibilities of a good tour sponsor are outlined.

McKown, Harry C. Commencement Activities, New York, N.Y.: The Macmillan Company, 1931.

The major thrust of the book deals with the types of commencement programs which can be utilized, but there are sections which discuss organization and administration of commencement programs.

Micka, H.K. "A Gift from Our Seniors." Today's Education, January 1970, p. 53.

This article presents a unique way to give a senior gift. Instead of the usual clock or painting, the senior class landscaped a corner of the building into a small park for the community. All the work was done by students.

NEA Ethics Committee. "Ethics and Student Tours." Today's Education, April 1969, p. 51.

The article points out the hazards when teachers become unethically involved with tour companies through conflicts of interest and exploitation of students. Pertinent sections of the NEA Code of Ethics are discussed and related to hypothetical situations.

Stanavage, J.A. "What You Should Know about Student Travel-Study Tours." Nation's Schools, April 1970, p. 74.

This article makes several suggestions for planning a Europe study-tour. (1) The sponsoring organization and the agency bearing the legal responsibility, if different, should be identified explicitly. (2) The specific objectives of the tour should be clearly stated and spelled out. (3) The conditions under which instruction is to be given should be clearly stated.

"The National Honor Societies." The Bulletin of NASSP, October 1964, p. 54.

The article summarizes the historical development of the National Honor Society, the membership requirements, the procedures by which to establish a chapter, and reviews briefly the services provided by the National Council

The 1948 Commencement Manual, Washington, D.C.: National Association of Secondary School Principals, 1948.

This booklet covers the planning, various types, and techniques of commencements.

"The Overseas Study-Travel Boom." Today's Education, January 1970, p. 57.

Summer overseas study-travel is growing for American high school and college students. Three types of tours that exist are: (1) commercial, (2) sponsored by overseas schools and colleges, and (3) organized by American service organizations, schools, or colleges. Addresses for additional information are listed.

Tolley, W.T. "Between the Lines of the Travel Brochures." Times Educational Supplement, February 14, 1969, p. 471.

This article deals with humorous anecdotes of what can happen when you tour foreign countries. The basic message is to prepare thoroughly for the trip, arrange it through reliable sources, handle 10 or fewer children, and to relax and enjoy your trip.

William, D.E. "Stamp Out Commencement Speakers!" The Education Digest, November 1969, p. 32.

This article, written by the President of Idaho State University, expresses the author's outlook regarding commencement speeches and speakers. As a result of his combined experiences from both sides of the speaker's platform, he now takes his stand "with those who would do away with commencement speakers altogether."